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Vol. 120 NOVEMBER, 1937 No. 14

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Contents for November, 1937

WORLD AT LESSONS 353
Mankind's Chief Difficulty
The Peace Ideal
English Undercurrents
Classroom Incident
Seeking the Affirmative
Rockets and Rackets

CLASSROOM CLINIC 355
Garry Cleveland Myers

SHOOTING THE COMPOSITION BUGBEAR 356
Effie A. Hult

FAMOUS FALLACIES . . . 1 359
Frank M. Rich

WE NEED GREAT ELEMENTARY SCHOOLS 360
Vierling Kersey

WE PUT CHARACTER FIRST 362
Geneva T. Patterson

HOW WE BETTERED OUR TEACHING 364
S. G. Hawfield

EDDY HULL'S ELECTIVES 367
Emma Mellon Campbell

EDUCATION IN CCC CAMPS 369
Robert C. Deming

TEACHERS WHO DO NOT READ 372
Mary Elizabeth O'Connor

NEW GUIDANCE ATTITUDES NEEDED 373
Beatrice Hunter Cahill

ALL IN THE DAY'S WORK 374
Everett V. Perkins

THE NEWS DIGEST 375

BOOK REVIEWS 381

GRINS BETWEEN GRINDS 383

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The Editors Say...

That October number, which marked the beginning of the Journal as a monthly, met with an unexpectedly fine and enthusiastic reception. Educators seem to share with us the feeling that we can do a bigger and better job under the new plan . . . and here's our second try at it.

Quite varied and "howish," not omitting the what or why or whither . . . that is our size-up of this issue as it falls into shape for the printer. We hope you will find the articles as challenging, as encouraging and as practically helpful as we believe them to be.

This issue opens the first real Q. and A. session of our Classroom Clinic, with Dr. Garry Myers on the Delphic tripod, handing out helpful hints regarding everyday problems of personality. Make this feature work specially for you, by sending your particularly baffling "cases" to Dr. Myers, in care of the Journal.

A new series, entitled "Famous Fallacies," by Frank M. Rich, gets under way in this issue. Some of Mr. Rich's statements reflect opinions with which you may not agree. Take your pen or typewriter in hand and tell us what you think. Let's have faster batting of the ball between writers and readers! We guarantee you will enjoy your Journal more if you respond—and correspond—about some of the things you read in it or about some things you don't read in it but would like to. Don't be a passive reader. The verb to read is an active verb; same as "to learn."

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The JOURNAL *of* EDUCATION

ANSON W. BELDING, *Editor*

Volume 120 Boston, November, 1937 Number 14

World at Lessons

Mankind's Chief Difficulty

It is clear enough, as Dr. Alexis Carrel remarked in a Phi Beta Kappa address at Dartmouth recently, that mankind's intellectual development has not kept pace with the growing complexity of his social, economic and political problems. Therein lies the danger to civilization.

How may this danger be overcome? The scientist says, "With science." Dr. Carrel hopes for the better application of psycho-biology; in fact, a new and very real science of man.

The religionist would relieve the difficulty, fundamentally at least, through religion. He feels sure that science alone must forever lack the incentive, the motive power, to remake the race of men.

The educationist seeks the answer through education—a translation of science into the art of living.

Probably all three of these forces must be brought to bear upon the problem of the intellectual and moral lag. It is unfortunate to have them working at cross purposes, as so often happens, especially when science and religion get to belittling each other.

Mankind is eagerly grasping whatever results of science it thinks it can use to make life more comfortable for itself. Individuals and nations are taking advantage of science to benefit themselves at the expense of their neighbors. There is no widespread desire to make proper use of science for the highest good of all. Men have not yet had the courage to overcome their own ignorance and backwardness or to set about achieving the new and saner culture which alone can mark a truly victorious humanity.

• • •

The Peace Ideal

Events in Ethiopia, in Spain, and in the Far East have dampened the hopes of many idealists, the wide world over. Noble resolutions to abandon war and to substitute international conferences and courts of justice were unequal to the test of actual circumstances in which ambition exceeded self-restraint, or in which rival interests refused to be reconciled.

The League of Nations has been relegated to a position of minor importance, able to settle only the less controversial issues or those of small nations. No one thinks of invoking the Briand-Kellogg treaties outlawing war to block a nation bent on conquest. Reminders that a Nine Power Treaty called for discussion of any crisis arising in the Pacific fell upon deaf ears. About all that appears to have been accomplished is—an unwillingness on the part of military aggressors to make such frank and open declarations of war as were customary in an earlier day. If this denotes a sense of shame, it may signify some slight gain which can manifest itself later in better ways.

Idealists are frequently mistaken. Their plans go wrong. Their impatience fails to reckon with the slowness of changes in human attitudes and habits.

But ideals are still valuable and necessary.

The peace ideal is subject to much abuse by those who love it most and by many who pretend to love it but are merely out to serve themselves.

Perchance the manner of achieving the peace ideal will turn out to be the gradual process of education rather than the precipitate method called reform.

• • •

English Undercurrents

Most of us Americans like to think of England as a strong bulwark for the defence of democratic institutions and principles. We like to think of England as well settled in her course, not liable to revolution or upset of any kind. Probably this conception is the correct as well as the desirable one. But it is well to glance at another side of the picture.

A coincidence occurred October 3—a mere freak of chance that brought two seemingly unrelated events into the news together. On that day a procession of Fascists, led by Sir Oswald Mosley, and enjoying police protection, was hindered in its march through London streets by thousands of rioting communists. The disturbance was the worst London had witnessed since the general strike of 1926, reports stated. The Reds erected barbed wire barriers across certain streets. The mob seemed as eager to attack the police as to obstruct Sir Oswald's Blackshirts.

On that same date—Sunday, October 3—the Duke of Windsor announced from Paris that he would visit both Germany and the United States—what for?—to investigate the conditions of the working classes.

This, as we all know, was a favorite hobby of Edward's when he was king. In fact, there is reason to believe that his interest in that sort of thing and his pledges to coal miners and the very poor that he would act in their behalf, gave his ministers much concern and made them the more willing to encourage his abdication.

The incident of October 3 in London signalized the existence of an undercurrent of discontent among the British masses. One minority openly seeks Fascism. Another minority openly seeks Communism. Differing sharply in their choice of means, the two groups are alike in their discontent with things as they are.

It may be fanciful, and most of us have dismissed the rumors as quickly as we have heard them. But just suppose the ex-monarch should at length permit himself to be drawn into a workingmen's revolt, in sturdy, steady old England . . . what would happen?

The Duke and his Duchess are about to study the conditions of working people in two nations having different set-ups from those in England. Will the study be merely academic, the simple pursuit of a harmless pastime? Or will the former ruler be thinking of his former subjects and trying to keep his earlier pledges to do something for them? If the latter—what can and will he do? Will he write articles for the British press—and will the British government admit them through its guarded lines of censorship? Will the ex-King broadcast his findings to the world, while the British people are deterred from hearing what he says, because the government wants him "off the air"?

John Bull may not need to worry greatly over the possibilities. But a less stabilized nation than his would surely do some worrying.

• • •

Classroom Incident

A lad of eleven, whose peculiar throat-noises had evoked laughing noises in the schoolroom, was detained by the teacher for a brief parley. It ran like this:—

"Why did you make that noise?"

"I did it first by accident. Then I liked it so well I did it some more."

"Why did you like it?"

"It sounded like a frog."

"Do you like frogs?"

"Yes, I like them very much."

"Well, I don't! So you needn't do that any more."

Presumably he didn't repeat the disturbance.

What he did not know was—how much his little explanation had amused the teacher. It would surprise the average boy or girl considerably if he could know how hard the teacher has to struggle at times to keep a straight face when administering discipline. Some teachers laugh with the youngsters and get it over with. Others save the laughter until later. And some never laugh at all. Teachers in this last category are to be pitied. So also are their pupils.

But to go back to the lad who first made the noise "by accident," then liked it and repeated it. Is not that the way of human progress? Charles Lamb, in his delicious "Dissertation on Roast Pig," ascribes the discovery of that delectable viand to the accidental burning down of a hut containing tiny porkers. The stupid Chinese lad who did it had hit upon a gustatory discovery of great value—quite by accident. The same process of burning down entire huts was the natural sequel, until less extravagant methods of achieving the same culinary result were developed.

The teacher with a sense of humor and a flare for studying mental processes and discerning hopeful signs in each day's experiences, holds a key to Ponce de Leon's magic springhouse.

• • •

Seeking the Affirmative

Every successful salesman knows the importance of planning his sales talk so as to leave no opening for his prospect to say "No." Much the same psychology is employed by the successful teacher. The pupil must be kept in a mood to meet education with a "Yes." The goods which he is offered must be worth the price he is asked to pay in time and effort, and he must be convinced that this is true.

Education need not be made too easy. It can be made challenging rather than cheap. But it should represent real value in terms of growth and power and competency, if the "sale" is not to disappoint.

• • •

Rockets and Rackets

A Racket is similar to a rocket. It proceeds even more silently at first—the real noise occurring when it bursts. Many young people dream of possessing a racket.

Society is somewhat to blame, of course, for not having provided a simple, straightforward approach to legitimate employment for every person of employable age. But—in the meantime—the worse than futility of rackets should be pointed out. Better still, a desire to dwell on a plane of self respect and neighborly decency to be so strongly developed that rackets will not be tempting.

Classroom Clinic

Of Personality and Behavior Problems

Conducted by

GARRY CLEVELAND MYERS, Ph. D.

The "Ah" and "And" Habits

A Massachusetts teacher wants to know what can be done about the "ah" and "and" habits.

"I try to show the children how annoying to others it is to have to listen to one who fills in with these words very often. They seem ready to agree with me, but the next minute if a child is called upon to speak before his class he will 'ah' and 'and.' I get so discouraged with this problem at times. Once in a while I lose patience with the child and tell him to stop and sit down. But even that seems to do no good."

•

Ah and *and* are gratuitous fillers of painful empty moments. The child attempting to speak before his classmates may, and often does, feel very uncomfortable, very self-conscious.

He knows he is expected to say something and to say it with dispatch; that if he should make his classmates and teachers wait they would be annoyed at him. His mixture of emotions hinders both his thinking and expression; his thoughts and speech are blocked, and the moments he must wait seem to him many times as long as they really are.

If, moreover, he should pause long enough to take a second breath or to complete the first, his teacher is inclined, unawares, to manifest impatience by rebuke or gesture, and hands like threatening spears will rise and wave all about him. What else can he do but employ the *ah* and *and?*

Even though he has been upbraided for uttering these fillers, they utter themselves in spite of his great efforts to keep them out. His dread of using them, indeed, and of the rebuke on their account helps them to slip out, since the whole setting heaps up more discomfiture for him.

Direct attack, therefore, on *ah* and *and* is ineffectual. On the contrary, it tends to do more harm than good. Nor will correction come quickly, but only after days and weeks and, sometimes, years. And it will really come only when the pupil has gained a feeling of social courage and emotional security as he tries to speak in the classroom. Then he will escape hindering emotions and be able to think and speak without such disturbances.

To this end, the wise teacher will work on herself in order to acquire more poise and serenity and upon the children that they may be helpful, courteous listeners keeping down their hands while a comrade has the floor.

•

The Dawdler

From an Ohio teacher comes a query about the child who, when all the rest of the class are ready to do some written work, can't find his things or has no paper or pencil ready.

This sort of child is a chronic pest to the teacher and his classmates; nor is he happy with himself. When all are set to get down to business, they must wait for him. Sensing the general disapproval, the offending child feels very uncomfortable and is disgusted with himself. Nevertheless, the same thing is likely to happen over and over again, day after day.

A good way is to speak calmly to this child when all is well and no problem faces you nor him, in order to help him see how this dawdling habit makes him unhappy and unliked. Tell him that the next time he is not ready when the rest of the class are, he will not be allowed to do the work they are set to do, but will have to sit doing nothing until they have finished. Then make good your word, without exception. At first he may appear indifferent or even seem to like this treatment. But the penalty will prove very effective by and by.

With some such children, however, dawdling is so far reaching that its correction may require change in attitude and treatment by parents. A conference with them would be desirable; and, if possible, it may be far better to go and see them than to have them come to you. No doubt this child dawdles at home, and the whole family helps to find his things and get him off to school in the morning.

Provided you succeed in prevailing on his parents to carry out a good plan of training him to wait upon himself, and to learn self-reliance and responsibility at home, you should see some improvement in him at school after a few months. Of course, some of these chronic dawdlers need medical care.

•

Obscene Notes and Talk

Writes a school superintendent from a small Texas city: "I am worried about the epidemic of obscene notes and talk circulating in and about our schools. What should be done about it?"

As you indicate in your letter, most of the trouble leads back to the home. Do your utmost to induce the parents in the local Parent-Teacher Associations to discuss this problem at their meetings. The principal might properly lead such a discussion, or the superintendent, if he has the time. These parents should be encouraged to read good books on sex instruction in the home, such as "Growing Up,"[1] by Karl de Schweinitz; "Parents and Sex Education,"[2] by Gruenberg; or my pamphlet "Sex Education at Home."[3] If there is no P.-T. Association, help organize one or its equivalent.

In each classroom the teacher must know several children with good habits and ideals who are looked up to by the other children. These few children might be prevailed upon by the teacher to use their influence at persuading offenders that "In our school we don't do or say such ugly things." But merely to set up a detective and punishment scheme won't do much good. What is most needed is an atmosphere in which acting and speaking decently will be the fashion.

General talks to the children are hazardous. Direct sex instruction in the classroom is of questionable value. However, in the science courses in junior and senior high school, even in the upper elementary grades, how life begins in plants and animals should be included, with strict emphasis on scientific facts in a wholly scientific fashion. The science teacher should, especially, be a person of lofty ideals of home and family life and be highly esteemed by the children.

Last spring I attended the annual Field Day of the high school of Upper Darby, Pa. I circulated among the students pretty widely, and most of the time no school official was with me. I heard no profanity nor obscene talk. Commenting on this observation later, to Dr. William Sampson, the superintendent of schools, I was told that the teachers and student representatives of that school have made a concerted effort to further wholesome language about the school and on the athletic field. I am convinced that it can be done. That it is desirable there can be no question.

---

[1] Macmillan Co., N. Y.; [2] Viking Press, N. Y.; [3] Child Development Foundation, Chicago.

Shooting the Composition Bugbear

EFFIE A. HULT
Irving Junior High School
Lincoln, Nebraska

This article should be read by every teacher of Composition Writing in the Junior High School

DID you ever watch an infant, too young to walk, crawl on hands and knees across the street to join another youngster whom he has caught sight of. Hot pavements, blistered palms, honking of cars—nothing will deter him until he safely reaches the other side. Regardless of the adoring adults or the attractive surroundings about him, he'll jeopardize his life, if need be, to be with another child of his own age. What is there in this baby world that draws the one child to the other? What interests, capacities, and experiences do those two little people share that we know so little about? Whatever it is, it seems to be a law of life that these little folks enjoy the simple little experiences of their own world more than they do the exciting experiences imposed upon them by adults.

Children of junior high age react toward each other much in the same way. This might be illustrated by their conduct in the auditorium. It is most amazing how attentive pupils in the assemblies are to other pupils performing on the stage, whether it is a simple little drama or whether it is a long dullish speech on "Safety First." By no means do they show that same consideration toward grown-up performers. If an adult speaker fails to make himself heard, or if he fails to include enough humorous stories in his speech, the home-room teacher's job is heavy until an attentive attitude is secured.

It is the law of life, seemingly, that children want to be represented in their various activities by members of their own group. Therefore, to teach successfully, the instructor must enter the child's world and make contact with his desires, capacities, and interest. In the same way the teacher of English composition will make little progress unless she ties up her planned activities with the activities already going on in the child's mind.

◆

To write or not to write—how can the pupils of the junior high school be made to do it—is the question that looms in the mind of the teacher of English composition. How can this exercise in composition writing be made as challenging as the athletic contest on the playground, or as exciting as playing the lead in the dramas presented in the assemblies in the auditorium? Can this exercise be made so all-absorbing that pupils will, of their own accord, use some of their leisure time to perfect themselves in it? Can this exercise be made so stimulating that it will be discussed at home at the dinner table? This oral discussion is important, for it will do much to clarify the young author's thoughts. What can the teacher do to make this exercise a happy effort instead of an act of drudgery?

◆

First she must instill the desire to write before she can expect any kind of results. Can she accomplish this by reading excellent selections from the world's greatest authors? No! The pupils are, without question, delighted with these stories, for they have been greatly entertained and that is all. Entertained—yes—but not aroused.

It is wasted effort on her part to attempt to drag her pupils into the adult world. To make contact the teacher must betake herself into the child's world. A teacher as she gains in experience must come to the same conclusions as John Dewey that it is necessary to tie up with the child's habits, interests, and capacities, or the teacher's efforts are wasted.

Just as the baby crawled on his hands and knees to join the unattractive helpless infant across the street, so, likewise, the junior high pupils will respond, not to the masterpieces of adults, but to the best efforts of members of their own group. It is astounding to note the response of a group when one of their own best short stories has been read to them, especially astounding when you realize that most of them are heavy investors in detective fiction.

The teacher's first concern, then, is to carry her activity into the child's world. A quick way to catch their interest is to read from a bound book (not a loose leaf notebook) original typed stories done by pupils of junior high age. When they are told confidentially that the teacher is making a collection of these yearly, she can feel each pupil mentally setting a new goal for himself. Here a teacher needs to be careful—very careful—for if she is dishonest she is undone. If she reads to her pupils one of these stories that has been teacherized to death, she has defeated her own purpose. She can't fool them—she has not entered the child's world—and they are sensitive to the fact that no contact has been made. To attempt to pass off a "teacherized" story is like trying to persuade your infant that the adult walking across the street is a pretty baby.

Play fair! Read a child's production to your pupils. With its errors it is, of course, far from perfect; nevertheless, it is something for which a child has great feeling.

◆

Another device to create interest is to make a collection of pupils' best stories, carefully typed and illustrated by magazine pictures. Allow one class period in which the pupils may read as many of these as they can. Their enthusiasm for these simple little stories is as unexplainable as the babe's act of crossing the street to be with another little mortal as weak as himself.

◆

Before they begin writing, read the beginnings of several stories to them. Have the pupils tell you quickly *when* and *where* the story took place, *whom* or *what* it is about, and *why* there is a story (the situation). They should be led to see how this information is included in the first sentence or two. Also call their attention to the characters, their limited number, who they are and what they are—that is, are they adults, children like them, or babes? To get them to shorten the time element, tell them if their stories were to be dramatized on the stage curtains couldn't be everlastingly drawn to indicate a passage of time.

Again the teacher should turn to her notebook and read interesting beginnings of stories done by other pupils. Intuitively the pupils will recognize the beginnings of masterpieces if the teacher attempts to palm them off for originals, and again the teacher has backed herself out of the child's world.

"Does the story have to be true?" Again and again they make that inquiry after reading the compositions used as models. There seems to be so little differentiation between the make-believe and the real in the child's world, and for the moment any story well thought out seems true.

To get into the make-believe insist that the story be written in the third person. In that way the author must leave himself out of it. It is a relief to get them away from "One day my cousin and I asked my mother if we could go fishing, and she said we could go and so we went fishing."

•

After the desire to write has been created, the teacher needs to be most resourceful, for the desire to write will die a quick natural death unless the teacher is ready to point the way to life. On the blackboard have a list of challenging topics. The teacher should take time to read these aloud to the pupils, making a distinct pause after each topic. When a particular topic connects with what is in the child's mind, there is an immediate response. Now the group is asked to stand, and each one is told to be seated as soon as he has decided on a topic. This may sound like a trivial device, perhaps even silly, but psychologically it is sound, for now every member has in this way signified to his group that he has made a definite choice.

•

Their topics having been chosen, the pupils now put their heads down in their hands to think their stories through. Then each selects a partner to whom to tell his story aloud. The listener should be instructed to be generous in providing criticism, both favorable and adverse. After thinking it through and telling it, they are now ready to write. They shouldn't be hampered in any way while they are writing. Let them write fast and furiously in order to catch their elusive thoughts. This, of course, is their first draft, and they will be given an opportunity to work their thoughts over into better sentences.

•

All papers are collected at the end of the period—not to be teacherized—merely to be held until the next class period, when they are returned to the writers.

Through what C. H. Ward calls the " grammar way " show them how they can make effective revision. From the teacher's notebook read sentences written by other children that were made interesting through the grammar way. Because new relationships are being expressed by the aid of grammar it acquires in the minds of the pupils a real importance. This class period is a laboratory period, and pupils should learn by definite instructions to mess up their papers " beautifully " before they are ready to rewrite. A pupil will not, of course, catch all of his errors, but the corrections that he does make, since he discovered them by himself, will carry weight.

•

Just what part does the teacher play in the making of this story in the three or four or five days required? Hers is all individual work, passing from one desk to the other, giving advice when advice is wanted, encouraging, and making suggestion when pupils are in below their depths. When a teacher sets out to do it, on every paper she can learn to find a lovely, interesting, unusual, or challenging little idea. A child responds to this praise just as a fond mother does when you praise her child—even if it is a moron.

•

Lastly, there should be an oral reading of the stories, the primary purpose of which is entertainment. The pupils' appreciation will most adequately voice their true criticism. To provide that audience situation groups of seven or eight are formed with an appointed leader for each. Each group decides on its most interesting story, and it is later read before the entire group.

This oral reading is important. Through it pupils detect errors that otherwise escape them. When their thought is awkwardly expressed, the sentence does not read smoothly, and the pupils develop a real feeling for the value of revision.

Because they feel they have done their best, and because they have made some progress (however infinitesimal it may be) the pupils are eager to try composition writing again.

Summarizing, a child will respond to the composition activity when it carries over into his world, when he is given definite instructions on how to carry on for himself, and when his teacher accepts a child's work from a child.

•

Following are the steps in obtaining the composition:—

1. Providing a proper incentive.
2. Thinking the story through.
3. Telling it.
4. Writing it (first draft).
5. Improving the first draft.

(a) Check beginning of story for when, where, who or what, and why.

(b) Vary the beginnings of sentences through the grammar way to make them more interesting.

(c) Expand sentences through the grammar way to express thought more adequately.

(d) Include ideas that you have in mind that you failed to write into the first draft.

(e) Rearrange sentences if they are out of order.

6. Rewriting the composition just as you want the typist to type it for you. (The typed composition gives a clearer picture than does the script. The importance of legibility, form, spelling, and punctuation is brought forcefully to their attention.)

Famous Fallacies...1

FRANK M. RICH
Paterson, New Jersey

"MENTAL DISCIPLINE"

In a series of enlivening articles, the author will present his conclusions on various controversial topics. His intention is not to dogmatize but to provoke thinking

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He is a graduate of North Adams (Mass.) Normal School, Teachers College, Columbia, and of New York University.

Some of our readers will remember his pioneer work around 1920 in the discussion of personality and adjustment problems.

ONE of the costliest fallacies, especially in secondary education, is the theory of mental discipline—the belief that observation, memory or reason, exercised in a school subject like Latin, geometry or chemistry, creates a mental power or training available for use in any situation where observation, memory or reasoning is employed. With scientific measurements of mental traits Thorndike and other psychologists have been able to demonstrate what common sense has always shown—that practice in a given field develops facility in that field and in no other. There is little if any transfer to other activities. A person who should advocate a course in trap shooting for prospective bookkeepers because trap shooting develops *promptness* and *accuracy* would be considered foolish enough, a victim of mere words, for which there is no corresponding equivalent in the mind. But one who talks of developing any all-round *memory* or *reason* is almost as shallow a victim of words, for such abstract faculties do not exist. Every mind has a million different kinds of memory, one for faces, one for clothes, one for names, one for love letters, each unlike the other. A college-bred gentleman who has memorized the vocabulary of half a dozen languages cannot remember a list of errands, or a dinner order for a table full of people, any better than the illiterate but intelligent stage driver or waiter with no mental discipline but experience. A professor of mathematics, highly trained in logical reasoning in his subject, does not think his way through a balky automobile or a defective plumbing system any better than a clear-headed farmer who has never got beyond the rule of three. The mathematics student may be able to reason out new problems in mathematics through the help of old ones, but in so doing he is not made any more logical about inheritance taxes, higher criticism or learning to sail a boat. The intellectual faculties are not like muscles, to be strengthened by vigorous gymnastic exercise. Outside the actual subject matter that an educated man has studied he is as ignorant and helpless as anybody else of equal native ability. The study of a foreign language, for example, not only fails to increase general mental efficiency and habits of work, it fails to increase general language ability. Studies of the abilities of bilingual children show that one language interferes with the other. Command of two languages is bought at the cost of lessened ability in other fields. (See Huse's "Psychology of Foreign Language Study.")

The "trained mind" is a delusion, a gold brick. We can never get anywhere in education till we set learners to work upon the practical activities that need to be mastered, in a form as nearly as possible like what will eventually be used in the outside world. If the virtue desired here is merely glib talk we should continue to fill up the program with talking, but if anything more serviceable is desired it will have to be learned by practice. The proper aims of school work were well defined some years ago by the National Committee on the Reorganization of Secondary Education. They were listed as the seven cardinal objectives—health, vocation, worthy home membership, wise use of leisure, the fundamental processes (three R's), good citizenship and ethical character. They have been mentioned with approval in most recent books on secondary school education, and each day in the official National Education Week program is dedicated to one of them. Although the replies to a recent questionnaire from 1,228 high school principals showed that 539 or 44 per cent. had not used these principles as the basis of changes in their own schools, and 255 had not even heard of them.

We Need Great Elementary Schools

VIERLING KERSEY
Superintendent of Schools
Los Angeles

IF THERE is unemployment, if there is sickness at home, if there is disunity in the home, if there is severe economic struggle, if there is emotional instability in parents, if there is drab environment in the community; if, I say, these things prevail, then young children suffer the consequences in corresponding proportion.

If a school system grows rapidly, if a building program is inadequate, if maintenance, upkeep, and materials are reduced, if classes are oversize, if emergencies arise; if, I say, these conditions prevail at any given time, the elementary school usually bears the greatest burden of the load the situation forces upon a school system.

If the elementary school is the child's first institutional contact, aside from home and church, in our Democracy; if the elementary school is the most powerful school unit in shaping personality; if the elementary school is the school of longest contact with each child; if the elementary school guards the tenderest years, the most delicate sensitivity, the most potent talents of our children; if the elementary school is the clearing house of all the child's needs at his age, — his health, his feeding, his recreation, his emotional life, his social contacts; if the elementary school is responsible for basic tool subject learnings; if the elementary school must influence the child's entire learning experiences;—then, if these be true, and I am convinced they are, let us have great elementary schools!

Great elementary schools do not result from chance. They are the result of the careful consideration of many details by a school administration and the public which is understanding and sympathetic to an effective educational program. There are at least four general essentials of a great elementary school. They are a well-qualified staff, an attractive physical environment, a modern educational program, and enthusiastic co-operation and support on the part of school patrons.

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No other single factor is so important as a teacher in the process of education. An adequate number of well-qualified staff members must be provided in order that the daily association of pupil and teacher may result in continuous growth and development on the part of the child and sympathetic understanding and guidance on the part of the teacher.

The work of education has gradually become a professional service. While much teaching is done by every parent and every person in contact with youth, the skillful, artistic direction of the activities of a group of children in a classroom requires more than a haphazard rule of thumb methodology. Teachers must have an understanding of child psychology, they must know the advantages and limitations of various types of methods, they must be well versed in the materials of instruction—books, visual aids, and objective materials—in order that they may make children's experience as rich as possible. It is generally recognized that four years of college training is not too much to require of the beginning elementary teacher.

Not only must the teachers have an extensive professional training but they must possess a positive professional attitude. Anyone who fails to possess a genuine, sincere, sympathetic interest in children, their lives, and their problems is not suited to the teaching profession. This professional attitude is evidenced by an interest in child life and in the related educational influences which cooperate or compete with the school. It is evidenced by a continual curiosity in the advances which the profession is making and a willingness continually to experiment in the conduct of the class work.

The great elementary school will have teachers who are growing in service under expert professional leadership. Those who because of their own interest, initiative, and ability have demonstrated superior teaching technique must be available continually to inspire, encourage, and suggest in the solution of teaching problems and the improvement of teaching procedures.

Since the teacher is a source of activity and inspiration in the classroom she needs to be personally attractive. She should be attractive in voice, in dress, and in encouraging smile, and must be altogether an example of successful living.

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In order to secure such a teaching staff, the conditions under which the teachers live must be made as favorable as possible. Funds need to be secured to pay adequate salaries for the maintenance of a satisfactory standard of living for teachers. This is needed not so much for the purpose of giving an adequate compensation to the teachers as for the purpose of providing teachers who are free from financial concern and whose mental attitude is one of optimism and cheerfulness.

Probably nothing contributes so much to peace of mind and fine mental attitude as the assurance of a permanent position. The establishment of permanent tenure during satisfactory service has contributed much to the development of the great elementary and high schools. The contrast of communities where teachers have this security and assurance in comparison to those where each year teachers are uncertain for several months as to where they may look for their maintenance and professional opportunities the following year is sufficient to convince any fair-minded citizen of the value of teacher tenure.

Few teachers will be able to accumulate sufficient capital to care for their old age. The haunting vision of a dependent old age is a disquieting factor which may be eliminated by the establishment of a reasonable retirement allowance to care for the declining years of those who have served faithfully in the education of youth. These factors and many more contribute to the development of a teaching staff which will devote itself genuinely and unselfishly to the lives of boys and girls.

Second in importance to the teacher in the establishment of a great elementary school is the provision of an attractive physical environment. Children perhaps more than adults have a sensitive emotional reaction to the environment in which they live. School buildings must be made safe from fire hazard and earthquake shock. They must be planned to house a modern educational program and provide the flexibility which is necessary in the administration of a modern school.

Many school buildings are drab, dingy and unattractive. While an effective teacher may compensate for this with bright posters and pictures, it is not necessary for schools to be unattractive. Light tinted walls, woodwork painted in an attractive color, the provision of colorful shades and drapes, and many other features may make the schoolroom the most attractive place of a child's life. The formal desks may be replaced with attractive tables and chairs and the formal arrangement of seating may give place to informality and attractiveness.

The school should be attractive not only in its physical environment but in materials which it provides for a rich educational experience. Bright, new, cheerful, well-illustrated books, varied and attractive materials for instruction activities, globes and maps, and visual aids provide an environment which elicits the child's interest and activity.

The physical environment of the great elementary school need not be limited to the school building alone. There are many attractive features in every local environment which may be made a part of the school. Excursions to parks, museums, planetariums, and zoological gardens help to make the life of the school child interesting and attractive. Good citizenship will be developed under proper environmental conditions.

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A third essential to the maintenance of a great elementary school is the provision of a modern educational program. The curriculum of the modern school is organized around the life interests and activities of the children. It has been said that the chief purpose of the school is to enable boys and girls to do better those things which they would do any way. Children do communicate, they do calculate, they do associate, and the experiences of the school enable them to do these more effectively, both from the standpoint of the individual and the social group.

The modern educational program emphasizes doing rather than memorizing or listening. Children learn through self-activity. They develop analytical and thinking ability when their on-going activities meet problems and obstacles. The ability of a child to repeat verbatim what is in the textbook is of very questionable educational value. The ability to utilize this information is true education. The program of education, then, must be one in which books and knowledge are a means to an end and not an end in themselves. The modern program of education has eliminated the emphasis upon failure. Children learn to succeed through the recognition of their successful achievement by teacher and associates. There is no value in telling a child that he has failed to accomplish what might reasonably be expected of his neighbor, if he has made a genuine progress in his own improvement. It is therefore necessary in this modern educational program to recognize individual differences and individual needs. The program of education is not a single one which each student must master but a varied one of much broader scope from which are selected those factors and elements which may contribute most to a particular child on any level of his school experience.

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Finally, the great elementary school must be one which has the approval, support, and co-operation of the school patrons. The school contributes to the child five hours a day, five days a week for ten months of the year. His associations in the home, in the church, and in community life need to support and cooperate with the program of the public schools. The citizens of America believe in the public school and desire to have each school a great American school. When proper conditions are provided and a proper program maintained, community support will be substantial and enthusiastic. It is the responsibility of everyone who has a part in school administration to bend his energies in the direction of the attainment of the conditions which will make for the great American elementary school.

We Put Character First

GENEVA T. PATTERSON
Newport, Vermont

This teacher of a sixth grade describes an informal method of developing character from every-day experiences

Our character work is somewhat whimsical because we go about it in an odd way. We do not have a regular lesson on it at just such a time, for we have a lesson as circumstances demand, even if it is right in the midst of another lesson. Impractical? Yes, at the beginning of the year, almost, for the children are not used to talking over their characters, I see, and they are a bit shy and inclined to make fun. But I keep a casual expression and perhaps abruptly switch to a lesson, leaving the seed to grow.

We have now on the board along the top, the words Kindness, Honesty, Independence, Politeness, Self-Control, Co-operation, Thrift, and Initiative. Others will be added as circumstances require.

We all belong to the M.Y.O.B. Society—the Mind Your Own Business Society—unless we can be helpful to someone.

We try to be kind at school, at home, and on the playground. If a report is brought of an unkindness done on the playground, we discuss it in a commonplace way to see why it is unkind. Two years ago, we had in our room a boy who seemed to be very unkind to little ones on the way home and on the playground. He was of the mean, pestering type. We discussed it quite frankly in class and decided to see if we couldn't help Clarence go "up the ladder of character" on the round of Kindness instead of always staying at the bottom. I said I'd help by reminding him every time he was unkind, and I asked the children to watch him on the way home and at recess to see if they could bring in an example of his kindness.

We tried to make it positive instead of negative. Everything was open and above board for he knew they were watching. Soon small reports began to come in and then larger ones. He is in the eighth grade now and the other day a report came that he was to blame for some unkindness. I called him to me in the hall and asked him about it and said, "I thought you were improving in kindness." He said, "I am." Then he went on to tell me what happened. I found out from others, too, that he was not to blame. He is going into high school — a fine, straightforward boy.

It is not so easy with others. Although I tried patiently and persistently with one boy who had been the bane of the previous grades, he would seem to slip back into those mean, irritating little ways. We would get him up two or three rounds but back he'd go, until we had to send him to the superintendent and had the promise of a particularly good thrashing if he couldn't improve. That and his character work did the business. He was the one who would get up and lead class right on with the lesson if I was called from the room, before the year was over. That kind of work (leading the class) sometimes works wonders. I often choose a fairly "bad boy" to do that at the beginning of a week or period of time and I leave the room on purpose sometimes, not for long, of course, nor at an important period. If I come in and the class is in disorder, I say calmly and still in a commonplace manner, "Well, if you can't lead the class as it should be and haven't self-control yourself, why, we'll have to get someone else, for if a person hasn't self-control himself, he certainly can't lead others. Of course, we can try you a few times more for we'd hate to leave you at the foot of the ladder." Also, with the others, this is a grand good time for a lesson on Co-operation—with me and with each other—a lesson in Kindness—one in Independence — to act rightly whether anyone else does or not, which is mighty hard, I tell them, but it shows what "stuff" they are made of. And now I'm talking about any situation which might arise, not just my being called from the room.

We talked about the movie, "The Devil is a Sissy," for a great many children attended. We decided it is true that a person has to be mighty "tough" to be good at times. We carry our work into life situations as much as possible. Co-operation is a good one for that—"If you were working in a store as a clerk—as a merchant, as a stenographer." Of course this grows out of something that has happened in school so as to make it impressive.

Honesty we apply to our work in not cheating and in marking each other's papers.

Independence is applied to getting our lessons with less and less help. "Let me see how independent you are in getting this lesson. Perhaps you are brighter than I think you are," helps much. And a little praise now and then is appreciated by the best of men.

Sometimes a child will do something he shouldn't, but I'll say, "Anyhow you have improved in (so-and-so) so I have hopes in you for this." Or, "Well, if you haven't enough character to correct yourself, I shall have to help you, but I'd not like to do that for you'd have a stronger character if you only could correct yourself. So get busy and try, and if you can't, why I'll help." That puts it up to the child and he usually "makes it."

One boy in my room had the reputation of being sulky and he certainly was when anything came up that he didn't like. He'd go all over into the grumps. We talked it over in class and decided that was a piece of character work he would have to work on. So everytime he did that, I'd say, "All right, we'll let you alone for awhile. You'll get self-control after a little." So we did and then I'd say in a few minutes, "All ready now, come on into class." (Not that he would have left his seat of course.) Maybe he wasn't really ready, but I assumed he was to him, and that helps much.

Politeness, our next word, speaks for itself. I am polite to them, excusing myself if I sneeze, or must cough in talking, if I drop a paper just passed them, or must go in front of them. Very often, one hears in my room an "Excuse me," or "Pardon me," in the silence of study period. No one looks up or considers it funny. This (the excusing one's self) is not accomplished until well into the year maybe for perhaps they haven't been used to it.

Someone, maybe, is of a "smarty" disposition. When one "situation" occurred, I said, "It seems to me that that bad characteristic of 'smartiness' needs a little looking after. Can't you gain one round this week?" "Yes, my mother says I am that way at home," he told me. Everytime it happened again I said, "Watch out, now, you know what our lesson is," and he subsided. He carried his lessons home, too, for one day we were having a lesson on Patience as some occasion had arisen. The next day he told me he thought he would be mean to his small brother for not remembering something, and he thought of our lesson on Patience and Self-Control and was patient with his brother.

Sometimes children begin to smile or laugh about others' characteristics that we are talking over. Then I "turn the table" on them and say, "Well, now there used to be a child who was always trying for a chance to do something when I didn't see her, but I believe she is improving along this line." That calms her and then I'll take another.

Self-Control is developed when a child does want so much to keep on doing what he has started when class is called. We talk it over and I tell him he is making his character stronger, then he will do what he should in spite of his wants. I see them put away their things as if they thought of self-control all of a sudden.

They learn that Initiative means to do the right thing without being told; that the right thing done at the wrong time is no longer the right thing; and I say to a miscreant sometimes, without saying anything else, "If everyone were just like me, what kind of school would this school be?" There are different ways of handling different children of course.

We use Thrift in not wasting paper, etc., and carry it into a life situation by exclaiming, "I don't believe you'll ever be a rich man! You waste too many things."

We have an "optional period" fifteen minutes of the day. The children may do what they please with one restriction—it must be something of value. Some read, some draw, some go to our "Curiosity Cabinet." They know I am watching them to pass on their Good Judgment and Independence of Thought—another of our watch-words.

By the way, our bookcases, filled with good books we have collected here and there, are a great help in discipline as well as teaching children what good literature is. Also we have many "National Geographics" which have the same effect.

The children find our watch-words in their reading and in the books I read to them. They smile at me in an understanding way and know these are not just classroom words. They know that I am helping them to become good citizens when they come to take their places in the world—not doing it for them but showing them how they can be masters of themselves.

I try to teach them not to be "one-sided" children— not to draw all their spare time, nor to read all their spare time, not to lose one opportunity to learn something, that each man is attending to a machine in this school factory of ours and we must turn out good products. If I speak of a child's machine being idle, he knows what I mean.

Sometimes we have very frank talks about all characters in class, before everyone. This, of course, comes near the end of the year when we have become used to this kind of work. Then we talk over how we can help each other—co-operation. They become very interested, and I know character work has accomplished something when they ask me as they invariably do sometimes during the year—usually the last—what each can work on to improve his character. They want to know their bad qualities, and I tell them frankly with a smile and an encouraging word, and then I always add at least one good quality. This, of course, has to be worked up to and must have a "mind set" in the teacher as well as in the pupils.

How We Bettered Our Teaching

S. G. HAWFIELD

County Superintendent of Schools
Concord, North Carolina

A stimulating account of a ten-year experiment

ABOUT ten years ago there was inaugurated in Cabarrus County a school program through which it was hoped that the quality of instruction could be lifted to a much higher level of efficiency than had been reached before. The ultimate goal of this awakening movement was the training of boys and girls so that their lives would be vitally influenced for richer and fuller living, and also that they might realize a genuine joy and satisfaction both in school and outside.

This program of improvement in classroom instruction involved many different and related factors. Quite naturally it has had to do with problems of organization, such as consolidation of small schools, the employment of well trained teachers, the building and equipment of new, modern type school buildings, providing for laboratories, libraries and work shops. In it was involved the reorganization and expansion of the curriculum and numerous other phases of school work. However, the chief concern in the entire educative process has been to actually improve the quality of classroom instruction. This has had to do with methods and techniques in teaching and with the objectives and philosophies of education; such things as are intangible and subjective in nature.

Adventurous Experimentation—The teaching situation at the outset was on the dead level of textbook work, limited to the very minimum requirements; classrooms were woefully barren and unattractive; there was apparently no attempt to provide living situations through an enriched, purposeful, and stimulating environment; the children were seldom, if ever, introduced to real experiences such as would thrill their lives.

In order to remedy this colorless, purposeless situation practically every classroom became an experiment station. There was a sincere purpose on the part of most of the teachers to find out in their own classrooms just what are the best in methods and procedures. All of this represented a wholesome curiosity, and each teacher was to get the benefit of the experiences of others. It was urged that no teacher should permit herself to be an imitator, but rather that each should be a creative person herself.

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A Workable and Satisfying Philosophy of Education—In order to establish a satisfactory point of departure for all of the teachers it became necessary to work out a good philosophy of education. It was at once evident that one's philosophy of education determines very definitely the methods of teaching to be employed.

In our schools it is generally regarded as a worthy goal for the schools to aid the children to master the information which is represented in textbooks as the accumulated wisdom and culture of all the ages. It is believed, however, that it is a far nobler thing to help these same children to understand how to live happily together, and to know how their knowledge is to be used. It is our conviction that knowledge for knowledge's sake is a very poor motive for teaching. It is our objective to so train the pupils in our schools that they may be able not only to make such adaptations within our democratic society as they may from time to time find expedient and wise, but also to so train them and to build such ideals into their lives that they will be able to build in the future a better social order than we now have, to the end that there may be a minimum of social injustice, crime, prejudice, economic stress and vocational mal-adjustments.

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In our schools today we hold to the principle that the pupils learn primarily as a result of participating in worthwhile and appropriate learning activities. We believe that pupils under sympathetic guidance and encouragement realize their own purposes and satisfy their own needs. Together the teachers and the pupils plan the learning situations, and the teacher becomes a leader and guide rather than a taskmaster as in the traditional school. The pupils are led to see the relationship and continuity of the instruction, while in former days the pupils followed more or less blindly the tasks assigned by the teacher, seldom asking why it was being done.

The work is so planned and organized that pupils meet problems as they arise. They attempt the solution of these problems under the intelligent guidance of an understanding teacher. They hold to the completion of the work undertaken because it is upon their level. In the end they arrive at some conclusion which is satisfying to them as well as to the teacher. The teacher's function in this type of school demands a far greater insight into teaching techniques than is the case where the teacher is merely a hearer of lessons and an assigner of tasks to be performed. School work at its best is a co-operative enterprise.

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A Definite Program—In order to facilitate the work and promote unity of understanding it has been found desirable to establish at the beginning of each year a definite program of work for the year. There is issued each year a handbook for the teachers under the guidance of outstanding teachers. This includes not merely a schedule for the various meetings to be held, the names of county officials and the holidays to be observed; it rather involves the selection of a problem or a subject in the curriculum to be given special study and consideration during the year. The attention of the teachers has been focused annually upon some subject, such as fine arts, social sciences, natural sciences, industrial arts or language arts. For each succeeding year the study of the year prior becomes a guide and a stepping stone.

In the handbook there is stated what have been found to be suitable aims and objectives in education. For some teachers the predominant factor is to have the pupils master the tools of learning or to master subject matter. To be sure this is a worthy aim but it constitutes a very small part of the educative process. In the schools of Cabarrus County we have thought of the aims of education in much broader terms. For instance we have been concerned with the development of such skills and attitudes as will promote:—

(a) Wise use of leisure time.
(b) Vocational efficiency.
(c) Worthy home membership.
(d) Well rounded personalities.
(e) Self discovery of interests and aptitude.
(f) Emotional stability.
(g) Cultural training in good manners.
(h) The creative attitude.
(i) Open minded attitude.
(j) Strong ethical character.

At the very heart of the program of work there is given a concise statement of the fundamental principles of good teaching. These principles represent the judgment of all of the teachers after a long period of testing and retesting. The following represent some of the principles commonly accepted by the teachers:—

1. Interest is the key to every type of learning.
2. School rooms should be both attractive and homelike in appearance.
3. Pupils are most interested in situations and experi-

ences that are most nearly true to life.

4. The large unit method teaching offers the greatest opportunity for effective instruction.
5. The tools of learning are most speedily and effectively mastered when taught in connection with their use to accomplish desired purposes.
6. Pupils learn to do by doing.
7. The teacher at best is a leader and guide who possesses a vast store of information, many skills and wide cultural training.
8. It is possible to maintain an atmosphere of freedom in classrooms conducive to creative expression.
9. Vital living experiences stir the currents of the spirits of children to the end that they have convictions and ideas of their own.
10. It is highly desirable to provide as fully and carefully as possible for the individual differences of pupils.

These are some of the major items entering into the handbook. It is not the purpose of this procedure to limit any teacher who honestly wants to experiment. Any worthy program of work will possess in it an element of flexibility which will permit the highly trained and experienced teachers to go as far in any direction as their abilities will enable. However, they should be certain that what they may do makes a fine contribution to good teaching, one that is understood and acceptable to the members of the group. It has seemed wise to issue at the end of each year a bulletin setting forth the accomplishments professionally, and this can be done only where there is a commonly understood viewpoint.

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Large Unit Teaching—We believe that the most outstanding achievement of the schools of Cabarrus County is in the efficient use of large unit teaching. During the last nine years we have emphasized the importance of activity work, and the use of real life experiences in the schools. When the activity program was first launched in the County, many of the activities were unrelated, they did not make definite contributions to the remainder of the day's work, they did not serve to strengthen the work in the fundamental or the tool subjects. The activities were largely for the purpose of entertainment and amusement. Too much emphasis was placed upon the finished product rather than upon the process of learning and upon child growth and development. Likewise too much time was spent upon doing things and making things that were impractical imitations of the real things. In other words there was too much activity for activity's sake.

The schools of the County passed through the "project method" period. Typical activities of this period were such things as arranging sand table scenes, or making single articles which often did not bear any vital relationship to the remainder of the day's work. There was practically no regard either for enriching the program by providing training in music, art, rhythmic dancing, or for integrating the experiences of the children.

In the last four or five years we have been doing a type of large unit teaching which we recognize as being much more comprehensive, much sounder in theory, and much more satisfying to the teachers. The large units thus developed include many worthwhile activities, several centres of interest, and many projects, and the teachers have learned to group all of these under one large unit. In this manner they and the pupils have learned things in their proper relationships.

The units selected usually grow out of needs, the interests or the purposes of the children. Special emphasis is placed upon choosing the unit that offers practice in those skills needed most by the pupils or that is closest to their life experiences. In the primary grades we have used such units as: Pets, Toys, Farm Life, Community Life, Flowers, Animals, Aeroplanes, Babies—Their Food and Care, Family Life and Work, How Children of Other Lands Live Together Happily, Children of Other Lands, The Circus, Our Book Friends, The Clothes We Wear.

In the grammar grades we have developed such units as: Adventures in Bookland, The Little Theatre, Journeys in Foreign Lands, The Development of the United States, Some Ways in Which People Make a Living in the United States, Communication and How Man Has Conquered Distance, Transportation, Early Pioneers and Colonial Life, A Study of Clothing, A Trip to Far Away Lands, Homes, Customs, and How Records Have Been Kept by Man.

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Outcomes—It is easily apparent that the pupils are much happier in school now than they have ever been. School has become to them a place of activity, a place of joy and fascination. Much of the drive and drudgery of the conventional school is erased. The pupils not only possess good manners but display a high degree of poise, initiative and self-control. It is obvious that wholesome personalities are being developed instead of restrained. Along with their fine socializing experiences they are mastering the traditionally reverenced subject matter just as thoroughly as any other group of children.

The teachers themselves are

fully aware of the fact that they are doing a superior type of teaching. They follow the development and unfolding of the pupils and know full well that the approach is being made towards maximum teaching efficiency. It requires from the teacher much of her time and strength in planning, getting things for the children to do, books to read, and experiences to encounter. But it is not an uncommon statement when the teachers declare that they would not under any circumstances revert to the old traditional type of school.

Eddy Hull's Electives

More Than a Story

EMMA MELLON CAMPBELL

La Jolla, California

ENGLISH 3, Latin 1, Algebra 1, Social Science, Music 3, Physical Education 3, to be scheduled for Eddy Hull's third semester in high school. Miss Ross, his home room teacher, rebelled. Latin 1, Algebra 1 for the third time!

Eddy Hull was a colored boy who had entered high school in September, with a good record from the grade school. His first schedule had been made out in June by the grade school principal and the director of vocational guidance from the high school. These two usually knew what they were doing. The schedule had been signed by the boy's father and mother.

In September, Miss Ross, to whose home room Eddy had been assigned, received his card of admission, his I. Q. record, his vaccination certificate and made him a member of her home room of fifty boys and girls in a city high school in which there is no distinction of race or color.

Eddy was a good-looking, well-mannered boy, and he called for no special attention until six weeks before the close of the first semester when Miss Ross had warnings from the teachers of Latin and algebra that Eddy was likely to fail in those subjects. Miss Ross prodded him to renewed effort, but when the report cards were given out she saw that Eddy had red E's in Latin and algebra, although he had A in music and B in English.

Since the making of schedules was the work of the home room teacher, Miss Ross had a talk with Eddy in January before she made his schedule for the second semester. She learned that he was taking Latin and algebra because he was "going to Yale to study law."

When she inquired who was to pay his tuition and board, and who would support him until he had a practice, he replied "My father."

Miss Ross knew from the information on his card of admission that Eddy's father was a day laborer. She knew from his I. Q. card and from her own observation that Eddy did not have the capacity to study law, and so she suggested that he continue with his English, social science and music, but drop Latin and algebra, and take mechanical drawing and woodwork. Eddy objected. He *must* take Latin and algebra for admission to Yale. He promised to work harder next semester. Eddy was polite but firm.

Miss Ross laid aside his schedule, resolved to consult the director of vocational guidance and the vice-principal before she allowed Eddy to continue to prepare for Yale. She knew of one colored man in the city who was making a living as an attorney, but he was a man of exceptional ability, and his wife was a woman of refinement whose brother had made money as the manager of a sugar plantation in Cuba. Miss Ross had taught the son and daughter of this attorney, and she knew something of the difficulties of their social position.

Miss Ross was sure that Eddy did not know what he was attempting, and that he should not be permitted to continue to elect subjects for which he had no capacity. It was absurd.

But the next morning, before Miss Ross could talk with the director of vocational guidance, Eddy Hull's mother had paid him a visit, complaining that her son was not allowed to choose his electives, and demanding her right as his parent to direct Eddy's course of study. The director, although he agreed with Miss Ross, had to acquiesce with the parent, and Eddy Hull was admitted to a second trial at Latin and algebra, with other teachers than those of the first semester.

He had a good voice and was asked to sing in the boys' chorus. He had a vocabulary of big words, although he didn't always use them in the right places, and he presented a neat paper with clear handwriting, so that he made good marks in English. But again he had warnings in Latin and algebra. Again he failed.

This time Miss Ross was firm. She was determined that whatever electives Eddy and his mother chose, she would not allow another semester's waste of time and money to prepare Eddy for Yale. It was not fair to the taxpayers, to the school, to the teachers, to Eddy, himself.

In June, when it was time to make the schedules for the following September, Miss Ross sent for Eddy's mother. He brought back word that his mother was too busy to come to school, but that she would sign his schedule if it were made out for Latin and algebra. By this time Miss Ross had learned that Pearl Hull, in her English class, was a cousin of Eddy, and she sent a message by Pearl to Mrs. Hull. Pearl was taking French and crafts.

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The next morning, during the first period, a tall, stalwart woman darkened the door of Miss Ross's room.

"I am Eddy Hull's mother, and I have something to say to you," she announced to the vast amusement of the pupils.

Calling the president of the class to the desk to take charge of the recitation, Miss Ross went into the corridor and sat down with Mrs. Hull for a heart to heart talk with her about Eddy's past, present, and future. Mrs. Hull was working that she might give her son every advantage. He thought that he wanted to be a lawyer, and one of his friends who was attending the university said that Eddy must study Latin and algebra. She thought that his failures the first semester were because he hadn't got along very well with his teachers. She had come up to see that Eddy be given another chance. Miss Ross explained that Eddy had been given another chance with very patient teachers, but that he was failing a second time. She also explained something of a lawyer's long years of preparation, of the expense, of the waiting for clients. Mrs. Hull was more reasonable than Eddy had been. She agreed to the schedule Miss Ross presented and was careful to have her sign.

The second year in high school, with subjects better suited to his ability, Eddy made passing marks, but he had lost his glamorous incentive. If he couldn't go to Yale, he didn't see much use in going to school at all, and he frequently stayed away. There were signs of another interest that might supplant the law. Several times Eddy asked to be excused early to sing at a funeral as one of a quartette of colored boys. The request for early dismissal was written under the letterhead of a colored undertaker that Eddy said was his uncle. It was signed by Mrs. Hull, and so Miss Ross made no objections to these requests. Neither did the teachers who had to sign these early dismissal slips. After a two-days' absence, Eddy brought a written excuse saying that he had been assisting his uncle, the undertaker. He told Miss Ross that his uncle wanted him to quit school and go into business with him next year. As Eddy would be eighteen in August, Miss Ross advised him to talk over this opportunity with the director of vocational guidance, who approved of Eddy's taking advantage of an opening that might not present itself again.

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And so, after two years of high school training "to go to Yale to study law" Eddy Hull went to work for an undertaker.

The point of the story is this: The system that permits school children and their parents to choose their electives is all wrong. The courses of study offered by a modern city high school are too perplexing and varied for even college trained parents to select for their children the thirty-six or forty credits required for graduation. To be sure, there are advisers in the schools, but some parents are not willing to be advised, and many school children select studies far beyond their capacity. Others are lazy-minded and select the easy subjects, the agreeable teachers, the classes with their friends, and go through high school without much mental effort. The home room teachers, the directors of vocational guidance, the vice-principals are suitable guides in the choice of electives, but they are handicapped by the fact that the child and his parents have the determining vote. The teachers may only guide.

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There is no need to explain that many electives must be offered. The old straight courses: academic, business, domestic science, designed for high schools that counted their students by the hundreds, will not do for the modern high schools that count their pupils by the thousands. "All the children of all the people" must be allowed to select studies suited to their varied needs and capabilities. But who shall determine what these subjects are? Surely not Latin and algebra for Eddy Hull, nor French and costume jewelry for Pearl.

Education in CCC Camps

ROBERT C. DEMING
State Department of Education
Hartford, Connecticut

THE Civilian Conservation Corps Camps of Connecticut are twelve in number and are located in strategic areas where work can be done in forestry, in highway development, and in enlarging recreational opportunities. Ten camps have been closed in other areas because of a lack of enrollees or because the work projects have been completed.

Many educators have been interested in the educational programs in these camps and have been keenly aware of the opportunities thus offered, but few have been informed as to the actual programs. When the Connecticut Commissioner of Education requested the author to visit these camps and report on their educational programs, he did so with the interest of an educator, an investigator, an adventurer, a judge, and an idealist. In each camp he found the problems and patterns of education very much the same, so much so that it is safe to describe the program as typical of all Connecticut camps. The Camp Advisers have followed meticulously the supervisory written requirements relating to the records and record cards of the individual enrollees, the core subjects offered, the guidance program, the educational council, the recreation program, and the selection of additional subjects, all contained in the excellent Headquarters Memorandum of April 29, 1937, emanating from the Army Base at Boston, as in the general "CCC Regulations," the "Objectives of Camp Education," and the "Handbook for Education Advisers." An attempt will therefore be made here to present a factual and composite picture of these camp educational programs, with reference to specific activities and problems, as well as opportunities, and with certain conclusions and suggestions.

The Challenge

The *social challenge* of the camps is to prepare the enrollees through guided experiences in work, education, and play for more satisfactory placement in American life and for a more intelligent discharge of their responsibilities therein. The goal of "Employability and good citizenship through a guidance approach" is sound. The whole camp program is for "the conservation of resources and the conservation of men."

The Educational Advisers

The success of the program in each camp depends first upon the personal leadership of the adviser and second upon the experience and training he may have had in this particular field. Other factors, such as the type and previous experience of the men with whom he must work, the support of the Camp Commander and Superintendent of the camp (Forestry Department), the facilities and opportunities offered by the work program, and the funds available are related but not vital to success or failure. The eight advisers interviewed, were all college graduates. One had had experience as an instructor in college, six had been instructors in high schools, and one had had no previous teaching experience. None of them had ever had actual experience in informal adult education and only one in formal adult education nor had they taken previous training courses in guidance and counseling. In other words these personable young men have been placed in positions to accomplish what would be an exceedingly difficult task, even for experts in guidance and adult education. That the advisers have actually done so much is a tribute to their zeal and interest in their work and to the excellent instructions relating to procedure, systematic interviews, use of cumulative data and of aptitude and ability tests. It would take extensive research indeed to ascertain and measure actual accomplishment in terms of employability, civic and social attitudes, and educational progress resulting from such a program, nor would placement be a fair measure of achievement as it in turn may be related more closely to industrial and economic factors.

The advisers have been both supervising and teaching principals of the camp schools. They have also been responsible for the guidance, recreation and placement programs; in fact, these activities have received attention in this order. The opportunities for recreation have been capitalized upon to a great extent and this work has been highly successful. Here has been a known field in which experimentation has not been so necessary.

Finance

The sums available for educational materials have varied from camp to camp and month to month depending upon the generosity and interest of the camp commander and the condition of the Camp Fund. In general it has been between thirty to fifty dollars monthly, from federal sources about ten to twelve per month and the balance from camp resources. There has not been, however, any apparent discrimination between ordinary recurring expenses for instruction, repairs, and capital outlays with the result that money for educational instruction and training has been spent for athletic equipment, renovating classrooms and for gasoline to transport enrollees to neighborhood motion pictures or classrooms. For some time no money has been spent for either neighborhood or itinerant instructors.

Guidance

As part of the survey to build an educational program each adviser has ascertained the interest and needs of every enrollee, his background, experience, education, aptitudes and abilities. This has been done by a methodical program of interviews, conferences, tests, observation, and cooperation with others of the supervisory personnel. Friendship, mutual understanding and respect have been stressed, with the ultimate objective of understanding each enrollee.

The enrollees have been divided into three educational groups for purposes of administration. First, those who do not need to be urged into educational activity. These are less than 25 per cent of the number. Second, those who have some interest but do not recognize their educational needs. This group requires leadership and urging and includes probably more than fifty per cent of the enrollees. Third, those who have no pronounced interests and are not aware of their educational needs, probably less than 25 per cent of the enrollees. For each of these groups a separate type of program has been planned. This task is not made any easier by the fact that only 0.2 per cent of the enrollees are college graduates, only 3.0 per cent ever went to college, 15.3 per cent are high school graduates, 30.7 per cent went to high school, while 50.8 per cent have completed the 8th grade. Many of the enrollees never had more than a few grades of schooling.

The Educational Program aims to eliminate illiteracy; to provide education for those deficient in school subjects; to provide instruction on camp work and projects; to provide vocational training; to provide training in the wise use of leisure; to provide cultural and general education; to provide training in health, first aid, and safety; to provide character and citizenship training; and to obtain placement in employment.

For these very inclusive purposes a survey of the camp personnel has been made to obtain detailed information from each enrollee as to his background, experiences, education, aptitudes, abilities, interests, characteristics, previous employment and vocational training. Each record card constitutes a cumulative record to indicate that every activity has been undertaken and what progress has been made. The supervisory personnel has also been surveyed to ascertain what courses they could teach. Each member of this staff is asked to teach some subject. The attached sample schedule from one of the camps, although listing fewer subjects than at any other time of the year, will indicate the scope and variety of such instruction. Each course usually meets once a week, in a one-hour session, for a term of three months.

CAMP FILLEY-HADDAM

EDUCATIONAL PROGRAM

MAY 10, 1937

SUBJECT	TIME	PLACE	INSTRUCTOR
MONDAY-MAY 10, 1937			
Roads, Trails, Structures	5:20	Field Trip	Mr. Ridley, Mr. Devine
Forest Protection	5:30	" "	Mr. Hawkes and Danforth
Forest Stand Improvement	5:30	" "	Mr. Tierney
Photography	8:00	Dark Room	Capt. Leavitt
Typing	6:30	School Building	Mr. Long
Movies	7:45	Rec. Hall	
TUESDAY-MAY 11, 1937			
Trucks to Town	6:15		
Swimming	6:15	Y. M. C. A.	
WEDNESDAY-MAY 12, 1937			
Tree Ident. and Nature Study	5:30	Field Trip	Mr. Anderson
General Conservation	5:30	" "	Mr. Conlin
English	7:00	School Building	Mr. Gronningen
Agriculture Club	8:00	" "	Mr. Gronningen
Leaders' Club	7:30	" "	Mr. Broderick
Typing	8.30	" "	Mr. Long
Recreation	6:30	" "	
THURSDAY-MAY 13, 1937			
Mach. Opera, Care	5:30	School Building	Mr. Kwolek
Reading and Writing	7:00	" "	Mr. Gronningen
Spelling	7:00	" "	Mr. Gronningen
Arithmetic	7:00	" "	Mr. Ryan
Recreation	5:30		
Movies	8:00	Rec. Hall	

R. F. Coughlin
Camp Superintendent

J. M. Gronningen
Educational Adviser
Albert J. Leavitt
Commanding Officer

At the present time (July, 1937) each camp has been reduced to almost an even hundred men. Over 90 per cent of the enrollees have attended one or more courses during the year although at the present time not more than 75 per cent are in attendance. With the exception of the most elementary subjects, all courses are voluntary.

Eighty per cent of the enrollees are less than twenty-one years of age and this same proportion probably holds true for those who have never had remunerative employment.

While some attempts have been made to place the enrollees in positions somewhat similar to their manual work in the camps, the educational work has apparently not prepared such pupils for placement in technical positions. Indeed such service would require unusual efficiency in both the educational and placement programs. During the past year there has been real evidence that the advisers are seeking to interest the enrollees in agricultural opportunities and an appreciation of rural life. There have been visits to outstanding farms, and instruction has been given in the raising and care of livestock.

From the above it will be seen that programs are necessarily limited as to subject-offerings, by lack of available instructors, by the revealed interests of the enrollees, and even in part by the scope of the work-programs. It should be noted also that the supervisory personnel may not be satisfactory instructors.

While some attention has been given to the need for informal methods and techniques in instruction, it has been confined chiefly to monthly and occasional state and regional meetings of the advisers, and without adequate training courses.

Research ought to reveal a considerable list of proper camp offerings against which might be checked the existing programs in the various camps. The great variety in camp offerings could be corrected to cover one or more enrollment periods.

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Material

Instructional material in the camps has been lacking, whether this be objective or literary, and it is only within the past few months that the federal standard libraries for each camp have contained material of particular value to even the core subjects. There has been a general lack of facilities of all kinds, offset in many pathetic instances by the personal sacrifices, and devotion, and efforts of the advisers. The technical staff have not the time to properly organize courses or locate reference material or prepare units or a general course. Study units could easily be furnished in selected subjects by federal authorities, containing outlines and needed reference material. This same lack of material and equipment in the vocational courses hinders the development of such programs.

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The *Camp Libraries* are composed usually of several thousand volumes. About two hundred of these books compose the Federal Standard Library for each camp. These have not been related to the training interests of the enrollees. In addition there is a Federal Circulating Library composed chiefly of fiction, while the balance of the camp libraries contains hundreds of books taken from the shelves of neighboring residents, nondescript books without limit and seldom touched by readers. A valuable reading asset, however, and much used in the camps is the list of fifty periodicals and magazines received each month by each camp. Mention should be made of the opportunities possible in an even greater use of portable sound pictures.

Conclusions

The CCC Camps are now entering upon their fourth year in a program of unprecedented and inspiring opportunity for approximately 2,000,000 youths and men. Not the least part of that opportunity has been the educational program "to develop better citizenship and to prepare them through educational work, training on the job and other means, to find and maintain a place in the industrial world." At the beginning the educational phase was almost completely neglected, and for many months no educational funds of any sort were provided in many camps, and many of the regular army officers had no marked interest in this phase of the program. During the past two years progress has been made because of the loyalty and efforts of camp advisers, for the most part unprepared for such work, and because of fine, informative material distributed from the U. S. Office of Education and CCC Headquarters. The same praise cannot be extended to those who have allocated pennies for such work where dollars should have been forthcoming "for the conservation of men"! In spite of the fact that many camps may have succeeded in obtaining adequate educational programs and interesting and educating many of the more alert enrollees, a great and important work has suffered from inadequate appropriations. The work has not been attempted on the American scale of efficiency — and generosity. Devotion and leadership in administration are effective only where the sinews of education are provided. It is suggested that—

1. Summer courses in training in Adult Education methods and techniques be provided for all advisers and potential advisers at federal expense. This includes problems of instruction,

(Continued on Page 382)

Teachers Who Do Not Read

MARY ELIZABETH O'CONNOR

MARY SMITH in her fifth year of teaching the fourth grade rushes into the third grade room indignantly, waving a sheet of paper. "Alice Bryant, have you read the questionnaire on 'Teachers' Reading' that old supervisor has just sent out? Well, the idea! Fifteen questions on what you read, and all that stuff. What a nerve! Next thing you know they will be wanting us to take physical examinations with the children to see if we are underweight or something!

"Now listen to this question: 'What professional books have you read during the past year?' 'None' is my answer to that. I need to get my mind off my work once I leave this building. Besides, where do you get these books? I certainly don't intend to buy them.

"Now listen to this one: 'What books can you recommend for general professional reading or for your particular grade?' 'General professional reading!'—I suppose that means psychology, testing, and the like. Oh, goodness! I had all I wanted of that at Normal School. I don't want to know how folks get that way. I have all I can do to stand them as they are. By the way, what is sociology? I never was quite sure. There's a question on that here, too.

"Now, here's a section on magazines. Same old questions—What do you read? What do you like? What can you recommend? Say! does she know we get the State Teachers' Magazine for our dues in the state organization?

"My mother takes the *Pictorial Review,* and my brother takes the *Saturday Evening Post* and that's all I can keep up with. Oh, by the way, have you seen *Photo Play* this month? It's grand! My hairdresser takes it. . . .

"Why, Alice Bryant! You think every teacher should take at least one general educational magazine, and one particular one pertaining to her special work? Well, I'm surprised! I guess you are the only teacher in this building who thinks so. Yes, I know you take a course in something every year and get professional reading that way, but I just haven't the time. And all I can see it gets you is more committees to serve on. I should think you would be worn out."

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The superintendent and the elementary school supervisor in conference the next week.

"Well, Miss Weatherbee, how are you coming out on the teachers' reading?"

"Oh, Mr. King, the returns from the questionnaires were most discouraging. Not a quarter of our teachers are doing any amount of professional reading. Those who take courses and get directed reading seem to be doing the best. Then we have a few who are always reading books they borrow from our teachers' library, the public library, or their school libraries. A small group are building up their own individual libraries, but it is such a small group.

"In some places they have a combination membership in national, state and local organizations, and the teachers receive magazines with their memberships. I wonder if it would be a good idea to give a general educational magazine to each building where the teachers bought a certain number of various kinds pertaining to their work?"

Superintendent: "You know, Miss Weatherbee, this problem of directing teachers to read and then getting them to do it is one of the biggest in supervision.

"I have tried building a professional library here in the office, but very few of the teachers use it after a while. I have bought books for the buildings, and magazines, too, but I have wondered how many were read. Somehow I have come to believe the keynote is *use.* They must feel the need. We must help teachers to get books and magazines they can use in their work. Yes, I agree with you they should read educational literature of wider character than their own job, too.

"How to get them to feel the need? Courses of study and committee work are good, but the habit of constant professional reading must be built up. It should be started in the teachers' colleges, and the graduating teacher should know some magazines she is going to take that very first year of her teaching. She should be convinced before she starts that she can't succeed without investing part of her income in professional literature.

"That club idea you had a week or two ago on asking publishers for a reduction if a certain number subscribed might encourage more teachers to take magazines. But to buy all the books and magazines for them is a mistake. They need to own at least some of them. They need them for reference, and you know we all are more interested in reading what we pay for. It is a big problem. I wonder what other superintendents do about it?"

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New Guidance Attitudes Needed

BEATRICE HUNTER CAHILL
Department of Student Counseling
Boston University

MANY teachers do not understand the new guidance attitudes. Scoffingly they say: "Why, teachers have always been guides of youth." That is to be admitted. Under the old regime they guided some young people in a hit-or-miss manner "if" and generally only "when" they presented disciplinary problems in the school. Under such a plan many average and superior students were allowed to drift along unconscious that problems existed for them, discovering them when it was too late to remedy them.

Home-room teachers can do much to help in guidance programs. After all, they hold key positions in the school. They learn to "know" the children, estimating home backgrounds and conditions; meeting parents; having personal reports from subject teachers; discussing personal problems as well as school success and failures with individual pupils. They are in positions to carry on "incidental counseling" as the needs arise. They are in positions to detect danger signs which might indicate that serious problems are beginning to develop. They are able to sift the minor difficulties from the major problems which they will refer to the guidance counselor for special attention, presenting to her all the available data and any personal suggestions for follow-up work by the counselor.

Teachers who wish to help in the guidance program should:—

1. Watch for signs of maladjustments when pupils are adjusting to new courses, new schools, or new teachers.
2. Watch for signs of failure, realizing that most failures can be and should be prevented. List failures and classify the causes, such as lack of purposive pupil-activity, goals incompatible with abilities, or personal interferences.
3. Try to prevent elimination

from high school by watching for symptoms such as retardation, absence, failure, sudden loss of interest, and disciplinary problems of various kinds.

4. Watch for definite crises such as: end of compulsory attendance age, completion of sixth grade, choice of an occupation, securing a job, choice of high school or college course. Help the students over these critical periods by presenting future goals toward which they may work.

When the problems become too complex for the home-room teacher or require more time than she can give, or call for more trained guidance techniques, she should refer such cases to the guidance counselor and to the principal or to other agencies ready to meet these special problems.

The home-room teachers can become important pivots in guidance programs.

All in the Day's Work

By EVERETT V. PERKINS
Principal, Cony High School
Augusta, Maine

Sorry He Took French

"Even though I passed with good marks three years of French in high school, I had to do intensive study of the subject for six weeks in the summer before the college would take me in, and then I never looked at the language while I was there. I haven't had anything to do with French since my graduation. What was the sense in the college authorities making me work and worry over French during that summer after I left high school when I might have done something else far more valuable?"

One of our younger alumni had dropped into the high school office. He was graduated with distinction a few years ago from a great technical institution and now is employed in a good position in his chosen field. We were discussing which of the courses that he took in school he had found most helpful in his work outside.

He continued: "The study of Latin I believe to be advisable for many students. About half of our words are derived from this ancient language and a knowledge of it helps in the understanding and use of the English. French, German, and Spanish are desirable if one is to become a linguist but in my opinion many young men and women are spending much time in trying to meet the foreign language requirements of colleges when they might be doing something else to greater advantage."

"I haven't spent but little time in studying problems of government, I am unfamiliar with typewriting, I know little of art and music. I feel that it would have been much better if I had put upon some of these subjects the effort that I put upon French."

There is much food for thought in what the young man said.

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After Retirement— What?

"Do you know of any vacancies? I want a position."

"I thought that you had retired on a pension," I replied.

"Oh, I can't live on the amount of the pension. Besides, I am miserable with nothing to do. I would take any sort of a position anywhere."

The situation that presented itself in my office was pitiful. Here was a man who had had a fine career as an educator, one whose work I have often admired. He now has reached the age at which school people retire in his state and he does not know what to do with himself. Of course no school will take on a person like that. Too many promising young people are available.

It seems to me that the man has been terribly short-sighted. He has known for years when he would retire and yet he has made no provision for something to do in life's late afternoon.

Last night at the Rotary club I sat beside Doctor Harold S. Boardman, formerly president of the University of Maine. The distinguished ex-president kept up during his professional career an interest in public affairs, and now he is rendering a valuable service to his state as chairman of the liquor commission.

Every educator, it seems to me, should have some interests and activities outside his professional field. This will give him a diversion during his regular work and an occupation after he retires.

Personally I plan to go back to the old farm after I get through my work in the schools. I have always maintained an interest in various features of agriculture. I want to conduct some experiments. For one thing I am anxious to find out just what effect the food that a hen eats has upon the eggs that she lays.

The News Digest
SECTION

New Superintendent
Dr. Dugdale Heads Portland, Ore., Schools

PORTLAND, Ore.—Dr. Ralph E. Dugdale, ex-superintendent of schools at Toledo, O., became superintendent of Portland's public schools this fall. Dr. Dugdale was the unanimous choice of the Portland school board to fill the vacancy left by the resignation of Charles A. Rice, superintendent for twelve years. Dr. Dugdale served in the Toledo school system twenty-four years, working up from a teacher's post to that of superintendent. He holds degrees from the University of the City of Toledo, the University of Michigan, and the Hamilton College of Law. He has been prominent in professional organizations of Ohio and in the National Education Association.

Private Class
Fairy Tales Boom Little Tent School

ROYAL OAK, Mich.—Her children having been denied admission to a public school near their tent home in a relief colony, Mrs. Sally Loftis has started a school of her own—in the tent. Other children of the colony soon began clamoring for admission when it became known that her only textbooks were well-worn copies of "Huckleberry Finn," "Grimm's Fairy Tales" and a biblical history. The colony, for seventy-five relief families, was founded by Oakland County when the housing problem became acute. Township school authorities rejected the thirty-eight children of the colony because, it contended, it could not afford to pay for the schooling of children from "other communities."

Protest Long Day
Students Strike For Shorter Hours

NASHUA, N. H.—About 400 Nashua high school and junior high students, including about 100 girls, went on strike recently and paraded about the streets shouting, "We want shorter hours." Leaders said they were opposed to the extension of the closing hour from 1 p. m. to 2:30 p. m. The strike didn't last long, for on the following Monday all the pupils were back at their desks for a longer school day. The new schedule of classes, 8:12 a. m. to 2:30 p. m., instead of the old schedule from 8:12 to one o'clock, will remain in force "until it has had a fair trial," Chairman Frank B. Clancy of the school committee said.

Present Day College Freshman Found Older and More Serious

TROY, N. Y.—"Joe Collegiate" has had the "hot-cha" knocked out of him by the depression, a survey made at Rensselaer Polytechnic Institute shows.

The present day applicant for admission to R. P. I. is older and more serious, Dr. William Otis Hotchkiss announced.

"We ask prospective students to describe experiences which led to important decisions in their plans and to tell of accomplishments that have given them greatest satisfaction," he explained.

"It seems we have never read more stimulating or reassuring answers than those received this year."

The age increase was attributed to the "relatively large number of applicants whose chief ambition was to get jobs when they finished high school, two, three or more years ago, but now want to enter college because, they say, experience convinced them college men more often win out in the competition for advancement," Dr. Ray Palmer Baker, assistant director, said.

Dr. Hotchkiss appeared highly enthusiastic over the questionnaires returned by prospective students.

"Some of them evidence a common sense, an earnestness and a philosophy of life whose soundness and maturity are surprising," he remarked.

"They give rise to the hope that passing from the campus picture is the playboy College Johnny who entered college indifferently because it was 'the thing to do' or because his family insisted.

"The hard times apparently brought young people, who suffered with their elders in the average family, to a more realistic evaluation of the aims of living."

Generally speaking, Dr. Baker pointed out, the history of education has shown a steady lowering in the average admission age of college students.

"More than 20 per cent of our applicants are 17 years or under," he continued. "Were it not for this proportion, our average freshman this year would be over 18 years, 6 months, against an average of 18 years last year."

Radio Series
Latin-American Life to be Dramatized

WASHINGTON.—A vast education program through radio, backed by the United States Government to promote further the Good Neighbor Policy of this country with Latin America, has been announced by Secretary of the Interior, Harold L. Ickes. Beginning November 1, the radio series entitled "Brave New World" will be presented each Monday from 10:30 p. m. to 11 p. m. Eastern Standard Time, over the Columbia Broadcasting System. The broad sweep of Latin-American history, culture and present-day problems will be developed in twenty-six episodes. In most cases the Hispanic-American public figure is an index to his times. Therefore, the story will be told around the dramatic lives of the great leaders, statesmen, educators, poets and artists of Latin America, from the days of the Conquistadores to the present.

Excepted
Pay Cut Restored To All But Teachers

PROVIDENCE, R. I.—The city council recently adopted a budget restoring to all employees, exclusive of school department employees, the full pay cut adopted four years ago as a depression-economy move. School teachers operate under a law devised by Dr. George Strayer, Columbia University expert, which guarantees the schools 35 per cent of city revenue each year. The school budget, kept within this limit, is not large enough to give the teachers their 10 per cent back.

Experimental School Reclaims New York Problem Children

NEW YORK CITY.—A two-year experiment in a New York City school has changed problem children, reported by the teachers as troublesome, unruly or hoodlums, into normal, well-behaved, happy pupils, it was disclosed in a survey made public recently. Corrective physical treatment, remedial diagnosis, increased pupil responsibility and closer co-operation with the home helped to bring about the change.

Conducted by Dr. Louise Emery Tucker, principal of Public School 76, the Bronx, the study compared 100 "trouble-makers" with 100 average children in the elementary grades. Through the aid of school records, home visits, personal interviews and individual case histories, she analyzed the reasons that make a child become "bad." Her survey answers with an emphatic "yes" the question: Can anything be done by the schools to make these children normal members of society?

Problem children, the study found, have low intelligence quotients, suffer from physical defects, come from homes where economic conditions are bad and have many undesirable personality traits.

Boys tend to be more frequently troublesome than girls. Problem children were found to be undernourished, had difficulty with their vision, had teeth and tonsils needing attention, and in general were in poorer physical condition than the well-behaved members of the class.

Another pertinent finding, according to Dr. Tucker, was in the correlation between the home conditions and the child's attitude toward his schooling. Children considered by the teachers as troublesome were found to get barely enough to eat. They lacked adequate clothing or warm garments.

"The children's shoes were often so badly worn that their stockings or bare feet showed in places," Dr. Tucker commented.

Limited home facilities forced many of the problem children to get their recreation on the streets and they did little home work. They suffered from a greater number of nervous and contagious diseases than the children in the "normal" category.

Free Films of Virginia

Available for Use Of Schools and Colleges

RICHMOND, Va.—Motion pictures of historic and scenic places in Virginia, which have high educational value, are being distributed on free loan to schools and other such institutions by the Virginia Conservation Commission.

The films are distributed on condition that the borrower pay the express charges to and from the point of shipment. There are no other charges. All films are dispatched by express from Richmond, with the exception of the Virginia Movietone Travelogue, which is sent from Washington, D. C.

One may borrow as many films as he can use at one time. Pictures are available in both 16mm and 35mm sizes, silent and sound.

Interested parties are invited to write the Virginia Conservation Commission, Richmond, Virginia, for a pamphlet describing all the films in detail and telling the conditions under which they are distributed.

Adds Courses

University of Georgia Expands Curriculum

ATHENS, Ga.—The State Board of Regents has authorized Chancellor S. V. Sanford to expand the University of Georgia curricula to make possible the awarding of doctorates in four fields; zoology, education, southern culture (all 1937-38 term); chemistry (1939 term). The only doctorate degree now awarded by any branch of the university is that of doctor of medicine. Chancellor Sanford's plan calls for budget allocations of $29,625 this year, $32,250 for each of the subsequent years.

Adult Pupils

Parents Seek Answer To Today's Problems

WASHINGTON.—Ma and Pa are going to school again, according to Ellen C. Lombard of the Office of Education. The answers they learned in their childhood schooling won't solve the problems they face today, she explained. Attendance at adult education classes is entirely voluntary but the groups are "increasing amazingly," Miss Lombard said. During the year ending June 30, there were 148,450 adults participating in 8,039 study groups in thirty-seven States, an increase of 2,232 groups and 13,746 in enrollment over the preceding year. Wisconsin reported 130 groups with an enrollment of 2,600 last year, while California had 25,247 adults studying in 965 groups. New Jersey recorded 339 groups with 6,660 "pupils" and South Dakota forty-five groups with 1,000 enrollment. These adult pupils, Miss Lombard said, come to the study classes because "they have felt the impact of changing conditions." The classes meet in school buildings and libraries, without paid instructors in most cases, and generally without textbooks.

Actress Employed

Maude Adams Ready For Teaching Career

COLUMBIA, Mo.—Maude Adams, idolized by thousands who saw her in "Peter Pan" a generation ago and who left the stage nineteen years ago, is taking up her duties as counselor in dramatics at Stephens College, a high school and junior college for girls. Her first task will be to coach her charges for parts in Rostand's "Chantecler," in which she starred in 1911. Miss Adams is living on the campus, a sharp contrast to her Catskill mountain home in Tannersville, N. Y. "I'm so thrilled," was her only comment when she arrived. Dr. James M. Wood, president of the college, first asked Miss Adams to come to Stephens three years ago. At that time illness prevented her from accepting.

Empty School

Teacher Has No Pupils, Gets Pay Just the Same

BELOIT, Kan.—Kansans have taken notice of three one-pupil rural schools since the fall term opened, but there's one near here that goes further—it "keeps" without any pupils. Miss Iverne Ramsay, the teacher, goes to the school each day and is paid $50 a month. The district had several students last year and Miss Ramsay was hired for 1937, but several children moved away and the remaining three are attending schools in other districts.

Plans Changed

Germany to Correct "Too Specialized Career"

BERLIN.—This year is to see the doubling of the number of girls in the Reich Labor Service, according to advices. Where today there are only 10,000 by April 1, 1939, it is planned to have 25,000 in special work camps. There in hand work, work on the land and work with children, it is hoped to "correct" the present tendency for young German women to become "too specialized in their education and careers." Evenings, after a seven-hour workday, are to be spent in the study of "broad outlines of national and social questions," ranging from housing problems and domestic hygiene to industrial arts and crafts.

Two Gifts

One Is Land; Other Is School

WILMINGTON, Del.—Two anonymous donors are giving the city of Wilmington funds for a fully equipped vocational high school for 800 pupils. One donor is paying for the land, the other for the building. Both are making their gifts outright, leaving the development of the project to the Board of Public Education, acting as trustees. Plans are already being drawn for a school giving both technical and trade courses for boys and girls. Facilities will be provided for teaching some seventeen subjects, from auto mechanics and industrial chemistry to plumbing, home-making and beauty culture. It is hoped that the school will be completed by next September.

Popular

Big Gains Continue In Junior Colleges

STANFORD UNIVERSITY, Cal. —No feature of the 1937 college year is more striking than the continuing gains made by junior colleges, acording to Rex Francis Harlow of Stanford University. With new institutions opening, and with old institutions crowded, enrollment bids fair to overtop last year's high mark of 129,000 students. The increase emphasizes one of the most significant educational events of recent years—the gourdlike growth of a new institution, which eventually may modify the whole higher education system of this country. For junior college expansion has been even more rapid than that of the high school, itself the marvel of the educational world. "In a bare score of years," he declares, "the junior college has grown from a handful of institutions to 528, with millions invested in buildings and instructional staffs in all but three states. Public junior colleges, with enrollments of 5,000 students apiece, are in successful operation in San Francisco, Los Angeles and Chicago, and equally ambitious plans are reported in half a dozen other cities. "The new college is rapidly acquiring a foothold in the East despite the disapproval of many educators. New York, Baltimore and other Eastern cities are showing a keen interest in developing this type of college."

Deplores Servility

Class Attendance Grows Despite No Record of Cuts

CHICAGO—Although no record of "cuts" is kept by the University of Chicago faculty and the student may attend class or go fishing at will, class attendance has increased. Dr. Robert M. Hutchins, president, told 750 freshmen he regretted to make such a report. "This indicates a slavish servility among the students which I deplore," Dr. Hutchins said. "If you think you can get a better education by reading an encyclopedia or visiting the aquarium, go ahead. But you'll have to take examinations." The faculty has discovered something since attendance has been made non-compulsory. If they're "not going over" with their lectures, class attendance drops as much as 70 per cent.

Season Begins

Chicago Adult Classes Opened With Aid of WPA

CHICAGO—Free classes for all persons over sixteen years of age were opened here this Fall as part of the adult education program conducted by the Chicago Board of Education with the co-operation of the Works Progress Administration , according to H. K. Seltzer, Chicago W. P. A. director. Classrooms are located in branch libraries, public school buildings, park field houses, Y. M. C. A.'s and other public and semi-public buildings. The subjects studied include citizenship, occupational guidance, social studies, elementary subjects, languages, parent education, art, music, speech, and other academic subjects.

50-Year Minimum

Boston Asked to Raise Its Teachers' Age Limit

BOSTON—The board of superintendents of the Boston schools was requested by the school committee recently to study the advisability of raising the maximum age for admission into the teaching profession in the schools from forty to fifty years. In discussing the problem of the re-entrance of teachers in the school system, especially the return of widows to the teaching profession, the committee argued about the maximum age of forty which was originally set in order to protect pension privileges. It was pointed out that with the new pension system, the raising of the entrance age would not affect pensioners in any way, as each receives the amount paid in plus the contribution of the city and four per cent interest.

Instill Peace

Library "Disarms"; War Toys Banned

LOS ANGELES.—All toys suggesting war have been withdrawn from circulation by the County Toy Library on orders of the County Probation Department on complaints from Parent-Teachers Associations and the League Against War and Fascism. "We were told," said Herman Stark of the probation department, "that the toys instilled the war spirit." There are about 25,000 toys in the system, which has 15,000 child clients.

Exclusive: Kansas Farm Boy Has School All to Himself

CHEROKEE, Kan.—Bashful, nine-year-old Gene Humble is just about the most exclusive schoolboy in the United States.

Every inch a "reg'lar feller," in striped overalls and blue shirt, he is the only pupil attending the one-room rural schoolhouse of District 62—and there are desks for thirty-eight.

Tongues are inclined to wag in the farmhouses of this rich coal mining country of southeastern Kansas as to why Gene's eleven classmates of last year did not report to the new teacher, but Gene neither knows nor cares.

"I like this school," he says, "my 'rithmetic better'n readin', and recess best of all."

The teacher, twenty-year-old Robert Shaw, is paid $65 a month, $585 for nine months, to instruct Gene six hours a day, five days a week. The money comes from taxes paid by residents of the district who this year are sending their children to the town school at Mineral.

"I certainly was surprised when school opened to find only Gene on hand," Mr. Shaw says.

Farmer John Martin, director of the three-man school board, leans against his wheat seeder and explains.

"Some folks didn't like it because we switched this year from a woman to a man teacher. Then the fact that this year Mineral is getting $3 from the new sales tax for each pupil picked up by the school bus also figured in it."

Gene is never tardy. He has only an eighth of a mile to trudge down the road from where he lives with his uncle, Joseph Humble, a member of the board. When school takes up at 9, he's in his seat—second from the front in the third row.

"This was my seat last year," he explains proudly.

His is a full fourth grade course.

Pennsylvania Colony Refuses To Give Up Its Tiny Schools

PHILADELPHIA.—The swapping of eleven venerable "little red schoolhouses" for a brand new $125,000 consolidated seat of learning, with half the funds supplied by the Federal Government, is no bargain in the eyes of those simple folk of Lancaster County, in the rich Pennsylvania agricultural area west of this city, who are members of the Amish division of the Menonite faith and among the most conservative of their co-religionists.

More than one Amishman dared arrest recently for keeping his children at home on the farm rather than letting them go by bus three or four miles to the fine, modern PWA-built structure at Smoketown, which, to the protesting group, is symbolic of the modern age and its "worldly desires."

And while determined members of this Pennsylvania Dutch set challenged the school officials of East Lampeter Township, near Lancaster City, to throw them into jail on a truancy charge, an attorney for the boycotters stood ready here to go into Federal court to seek their release on writs of habeas corpus.

The School Board, following a recent session to check on the list of absentees, showed no disposition to rush matters. It indicated that instead of swearing out warrants immediately it would give the recalcitrants time to change their minds.

The attitude of the board members is summarized thus by Harvey E. Heller, secretary: "Oh, they'll come round after awhile."

But Jonathan Zook, chairman of the "defence committee" in the fight against closing the weatherbeaten one-room schools, insists he will go to jail rather than send his six children to the handsome building at Smoketown.

"Unrelated Twins"

NEW ROCHELLE, N. Y.—Betsy and Betty Anderson, New Rochelle's "unrelated twins," celebrated their eighteenth birthdays recently. Eleven years ago they met for the first time when placed in the same class at Trinity Elementary School here. They found each was named Elizabeth Anderson, they were born on the same day, they looked much the same and that even in small affairs—including the names of their dolls—their lives were strangely parallel.

Expansion

Northeastern U. Starts $540,000 Plant

BOSTON—Ground has been broken and construction begun on the first building of the new $540,000 plant expansion by Northeastern University, while tentative plans for further enlargement in the future to meet the space demand by the university were revealed by Frank L. Richardson, chairman of the development committee. The building now under construction on Huntington avenue opposite the Boston Opera House, will contain at least 60,000 square feet and will allow for extension of laboratories and classroom facilities. The administrative headquarters will be located on the first floor. Chemical laboratories, a large lecture hall, and a number of smaller classrooms are included in the scheme.

Under the expansion program members of the corporation of the university will attempt to raise sufficient funds this fall to enlarge this first building up to 100,000 square feet, Mr. Richardson said. Other buildings proposed in the future are a student activities building, a lecture hall, a library, a gymnasium, a chapel, and an administration building.

Important Point

College Men Advised To "Sell Themselves"

BUFFALO, N. Y.—Diplomas and the possession of knowledge they imply have been found by educators to be not all the means of success for a college man. In a report on "employment of college graduates" issued by the University of Buffalo, investigators declared that it is becoming more and more important that graduates "sell themselves." "At the close of the depression," the report said, "it seems likely that although employment figures may surpass those of the 1926-29 peak, many college graduates are destined to be frequently unemployed, or to hold positions which are ordinarily filled by less well-trained people. Employers, through improved personnel services, are requiring that graduates 'sell themselves' more than ever. This means partly the possession of good manners, neatness, confidence and apparent ambition. Above all, it is dependent on submissive willingness to work hard as an apprentice."

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UNIVERSITY
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No Bus

Part of Schooling Accredited to Mules

ONEONTA, N. Y.—Jack and Jerry are pulling hard for education, but the education isn't their own. Jack and Jerry are a pair of mules, and they play an important role in the otherwise mechanized transportation system that costs the Franklin Centre School $20,000 yearly to pick up and to deliver its students. Theirs is the task twice daily, of climbing and descending Bissell Hill in fair weather or foul. Bissell Hill is no small feat when there's ice on the ground, says Mrs. Earl Westcott, who drives the team. But for four years Jack and Jerry have been pulling the school wagon up the hill. "Of course," says Mrs. Westcott, "they're a bit difficult at times, but they wouldn't be mules if they weren't. They're good and gentle with the children. Then, too, they are cheap to operate." School officials tell the story of an inspector who called during the Winter and complained of the old-fashioned conveyance. "Why, you can't have a mule hauling your students," he is quoted as saying. "The system must be entirely mechanized." The school officials suggested that he take his car and run up Bissell Hill. Half way up the hill the road became rougher, and the wheels slipped on the icy surface till the car stopped. "You win," said the inspector, "'keep the mules."

Realistic English

Bradford Junior College Offers Useful Courses

BRADFORD, Mass.—Instead of concentrating on formal essays, girls at Bradford Junior College are receiving training in the kinds of writing and speaking that they will have to do most frequently in after life, in a new course in English composition started this Fall. Realistic business and social papers and "persuasive addresses" for letters, story telling and writing for children, after-dinner speeches, club a more or less hostile audience will all be included. Practice will also be given in critical analysis of poetry, prose, drama and other arts and the "methodical construction" of research papers. Another course, intended for those girls who do not plan to continue their education in a four-year college, is one in Great Names of Literature. Such writers as Shakespeare, Wordsworth, Lamb, Keats, Browning and a few contemporary writers will be presented in such a way as to stimulate the girl "who is not markedly scholarly and who needs to be persuaded that some literature, even if it was written before 1900, is alive and vital."

Expenditures Up

Worcester School Cost Trend Upward

WORCESTER, Mass. — Despite a substantial drop in the enrollment of pupils in the city's elementary schools during the 1936-37 school year, the average cost for each pupil in the public schools increased $1.67, according to statistics compiled by the Worcester school department for the State Department of Education. Each pupil during the past year cost the city an average of $105.62 compared with $103.95 the previous year. The increase was not as great this year as in the previous year because figures for the latter period included the amount necessary to return teachers to full salary after two years of donating 10 per cent of their salaries to the city treasury. The total expenditure for the schools during the period mentioned in the report was $3,168,636.10.

THERE'S NEVER A TIME WHEN A PERSON ISN'T IMPORTANT

Even "baby teeth" should be given utmost consideration. Teeth, the jaws that bear them, the muscles that move the jaws and the nerves that control them, require, all through life, Proper Nutrition and Functional Activity (plenty of chewing exercise). As soon as old enough, a child's daily enjoyment of CHEWING GUM helps supply the latter.

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FOUR FACTORS TOWARD GOOD TEETH: PROPER FOOD, PERSONAL CARE, DENTIST'S CARE AND PLENTY OF CHEWING EXERCISE

All Chicago Schools to War On Flunking—System Extended

CHICAGO.—Unnecessary scholastic flunks are costing taxpayers inestimable millions of dollars annually, in the opinion of Dr. William H. Johnson, Superintendent of Schools in Chicago.

"But more important than the economic loss occasioned by the re-education of unjustifiable failures," he said, "is the irreparable damage to the future career of the pupil, resulting from the development of inferiority complexes."

Dr. Johnson made these assertions in stating that he would continue on an expanded scale a campaign to reduce to a minimum the number of unnecessary flunks in Chicago's public schools, a movement which already brought a sharp reduction in failures in the city's high schools.

The steps taken by Dr. Johnson include:—

1. A demand that each high school teacher report when a pupil begins to fail, why, and what steps are being taken to correct defects.

2. Lightening the scholastic load for first and second year high school students (under this plan the pupil carries but three major subjects the first two years instead of four, as formerly, but is permitted to take on increased work in the third and fourth years).

3. Curricular changes, including the giving of credit for music and art.

4. Supervised study embracing a personnel guidance service in both high and grade schools in which supervisors, trained in psychology, devote all their time to observations of the students and their work.

5. Institution in the grade schools of a two-track education plan whereby above-average pupils are grouped separately to complete three and a half years' work in three years, thus enabling teachers to give more individual attention to all pupils.

6. A system whereby teachers in the first two grades of the elementary schools will advance with their pupils from the first to the second grade, enabling them to detect more accurately the weaknesses as well as the good points of the children.

Dr. Johnson said that reports on scholastic failures at the opening of the second semester last year showed that, compared with the previous semester, the new system had reduced flunks from 30,015 to 17,842.

Aids Experiment

Keith Fund Makes Grant to Antioch School

YELLOW SPRINGS, O.—A $3,750 grant to further experimentation in rural education at the Antioch school, a progressive elementary school maintained by Antioch College, has been made by the Keith Fund of New York City for the coming year. This is the third annual grant for the purpose by the fund. The Antioch School, an ungraded school of thirty pupils, has a rural environment. The aim of the research by Miss Hughes, the director, and the staff is to develop suitable administrative devices for one and two-room schools. The Antioch School dates back almost to the beginning of Antioch College in the 1850's, and early fell under the influence of Horace Mann, who was the college's first president.

Education by Air

School Radio System Planned

CLEVELAND, O. — Cleveland awaits only the approval of a wave length by the federal radio commission before establishing a permanent short-wave radio system of education. The project, probably the first of its kind, was made possible by a $42,000 gift of the Rockefeller-financed general education board. It was approved by the Cleveland board of education. Plans call for a complete short-wave network with a central studio and 150 receiving units in city schools. Movement for the school-owned radio system of education in Cleveland was begun more than ten years ago by Superintendent R. G. Smith. Mass education by radio, he believed, would have numerous advantages, particularly in such subjects as music and languages. Smith said he was inspired by the success of lessons broadcast over private radio stations. The Rockefeller endowment was given "to make a two-year study of school broadcasting."

Statement of ownership, management, circulation, etc., requested by the Acts of Congress of August 24, 1912, and March 3, 1933, of The Journal of Education, published monthly at Boston, Massachusetts, for October 1, 1937.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared Anson W. Belding, who having been duly sworn according to law, deposes and says that he is the Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in Section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher—New England Publishing Company, 6 Park Street, Boston, Mass.

Editor—Anson W. Belding, 277 School Street, Watertown, Mass.

Managing Editor—Isobel R. Lay, 391 Broadway, Winter Hill, Mass.

2. That the owner is (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of the stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member must be given.)

New England Publishing Company, 6 Park Street, Boston, Mass.

Anson W. Belding, 277 School Street, Watertown, Mass.

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5. That the average number of copies of each issue of this publication sold and distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is—(This information is required from daily publications only.)

ANSON W. BELDING, Editor.

Sworn to and subscribed before me this 7th day of October, 1937.

ISOBEL R. LAY.

My commission expires October 18, 1940.

Book Reviews

Literature of England

THE STORY OF ENGLISH LITERATURE. Reuben Post Halleck. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Teachers of English literature who have known and used the earlier editions of Halleck's text will greet with enthusiasm this revision, with its rewritten treatment of the Victorian period and its entirely new section dealing with the writers who stand out in this Twentieth Century.

The book supplies an interesting and helpful guide to the study of the literature that is so important a part of our heritage as Americans. No mere dry catalog of authors and their works is here offered the student for his discouragement, but a lively mirroring of real men and women and their contributions to cumulative treasure stored in books—treasure that can be drawn upon so easily when one knows what to seek.

Mr. Halleck lays suitable emphasis upon the development of social ideals, and it is amazing how marked are the messages of England's greatest writers when viewed in this light.

There is a definite gain, for the average student's point of view of literature can be brought down from the rarefied air of mere bookishness to the place where people live. Such is the heroic feat which Reuben Post Halleck seems to us to have accomplished, in this revised edition especially.

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This Man Mann

HORACE MANN—EDUCATIONAL STATESMAN. By E. I. F. Williams, Heidelberg College, Tiffin, Ohio. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Unusual difficulty seems to be involved in re-creating Horace Mann for a generation that never knew him in the flesh. Evidently Mr. Williams felt this and was impelled by the very difficulty to do a superior job.

Mann's boyhood and youth; his successful career as a legislator; his decision to become an educator and an educational champion and missionary; his work as Secretary of Education for Massachusetts—including the revival of interest in the public schools and the founding of a normal school and establishment of the teaching profession upon a dignified basis; the famous Reports and controversies; the final years as President of Antioch College—all these are handled with an eye to showing the continuance of a single personality from first to last, a personality that has left an enduring influence upon American thought and education.

The book carries many interesting illustrations, some of which are to be found in no other biography of America's foremost educational statesman whose entry upon his high task receives well deserved recognition in this centennial year.

• •

Sport in Tale and Essay

ADVENTURES IN SPORT. Louis J. Persky, John Marshall High School, Cleveland, Ohio. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco, London: Ginn and Company.

Suppose you are a boy or girl in high school. Either you care for sport or you don't. If you do, here is a book of stories and essays that will attract you. They deal with matters you already care about. Very well, then, they will make you want to read them. You will be getting acquainted with good literature without being bored. And you will be forming ideas of sport and true sportsmanship that may remain with you always.

Suppose, however, that you do not care very much about athletics or games of any sort. The chances are you enjoy reading, and you won't mind reading well written tales of adventure and struggle—taking your sport in imagination, having it dished up to you by authors who are accomplished narrators and able showmen. But look out! Sooner or later you, too, will become interested in one or another of the pastimes described in Mr. Persky's collection, and you may even be drawn into trying it out the next time you have opportunity. If not that, you at least are led to discover why so many other people are fond of sport, of contest, of striving for victory.

Such must have been the mental strategy of the schoolman who gathered these dozen stories and nine essays into one place, where anyone who reads may enjoy them.

Winshipisms

"There is such a thing as being too professional, too clannish, too pedagogical, in our affiliations."

•

"No man is qualified to teach children who has not the courage to meet defeat."

•

"Financial worry is the worst of all worries."

• •

A Lass of 1620

A PLYMOUTH MAID. By Mildred Buchanan Flagg. New York: Thomas Nelson and Sons.

With characteristic vividness and charm, Mrs. Flagg has depicted the scenes of that pioneer colony which the Pilgrims set up at Plymouth. Much research has evidently gone into the production of this historic narrative. It contains just enough fiction to stir and maintain a lively interest on the part of the modern child who follows the fortunes of the two girls and one boy that are near the centre of each event from start to finish. Such painless exploration of the past as "A Pilgrim Maid" provides, stimulates the reading habit and whets the appetite for more.

• •

With a Dip Into Calculus

PREVIEW OF MATHEMATICAL ANALYSIS. By Aaron Freilich, Bushwick High School, New York; Henry H. Shanholt, Abraham Lincoln High School, New York, and Joseph P. McCormack, Theodore Roosevelt High School, New York. New York, Boston, Chicago, San Francisco: Silver, Burdett Company.

Issued in pamphlet form, this "Preview of Mathematical Analysis" supplies the need of secondary schools which would provide instruction for those specially gifted in mathematics or likely to do advanced work in that field or in sciences at college.

Specifically, the text has an eye to equipping the student for the new Gamma tests in mathematics which the College Entrance Examination Board puts out.

The three chapters treat, respectively, the theory of equations; permutations, combinations, and probability; and the differential calculus. It is in this last named subject that the text represents a bold step for secondary schools. The authors have themselves experimented with the concept of the calculus in their own classes and this elementary treatise is an outgrowth of these experiments and the discovery that the capable student can grasp the subject if carefully taught.

The book affords another illustration of the extent to which the secondary school is developing into a junior university.

The authors have done a difficult job with admirable skill.

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Education in CCC Camps

(Continued from Page 371)

motivation, curriculum building, areas of interest, and so forth.

2. That all candidate enrollees be carefully examined by experts in guidance in counseling *before* being assigned to a camp.

3. That camps be particularly designed for and outfitted and equipped for certain types of work (vocational and manual) and educational programs, and that they have advisers and instructors trained in such instruction. This would undoubtedly require changes in the basic federal law.

4. That itinerant instructors, in special subjects determined by scientific research, be employed on schedule in the camps.

5. That *adult* equipment, material and supplies be provided for the necessary *informal* classrooms; all necessary work should be done by the enrollees. Readable and comprehensible books and texts are particularly needed.

6. That scientific research determine—

   a. A list of proper and common camp offerings.

   b. Study units in selected subjects containing outlines and selected reference material.

   c. The amount actually necessary to house and equip an efficient adult education centre.

   d. Proper federal reimbursement for towns having enrollees participating in public school programs.

7. That each adviser and neighboring superintendent of schools should co-operate in exchanging educational resources and in comparing formal and informal educational attitudes to their mutual advantage and education.

8. That more emphasis be placed upon a program of placement.

9. That our social philosophy should not differentiate in our social needs and under the new law between youth on relief and maladjusted youth; and that the selection of youth for the camps be by qualities weighed according to, and following, scientific research.

10. That the State Department of Education have a definite share in the CCC educational program, and assist in obtaining local co-operation.

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Grins Between Grinds

Self-Made—With Help

Father: "Yes, my boy, I'm a self-made man."

Son: "Gee, pop, that's what I like about you. You always take the blame for everything."

• •

He Should Know

Mandy—"Rastus, why don't you work? Hard work never killed anybody."

Rastus—"Dat shows what you knows about it. I've already lost two wives dat way."

• •

Barbar-ous

She: "So you graduated from the Barbers' University? What was your college yell?"

He: "Cut his lip,
Rip his jaw,
Leave his face
Raw! Raw! Raw!"

Out of Sight

Sweet Young Thing: "Doctor, I think I ought to be vaccinated, but I hate to think of the ugly scar showing. Where would you suggest as the best place in my case?"

Doc (looking her over): "With the present styles you had better place the vaccine in a capsule and swallow it."

• •

Test of Manners

It is told of a sage that one day, after the fashion of his school, he was questioned, "Master, what is the test of good manners?"

"It is being able to put up pleasantly with bad ones," was the quick reply.

• •

Took a Chance

His car and her car met head-on. Both drivers got out and, with that fine courtesy so characteristic of motorists nowadays, both began to apologize profusely.

"I'm so sorry," said the woman. "It was all my fault."

"Not at all, madame," the man responded with a gallant gesture; "I was to blame myself."

"But I insist the fault was mine. I was on your side of the road."

"That may be true; but, my dear madame, I am responsible for the collision. I saw you coming blocks away, and I had ample opportunity to dart down a side street."

• •

In Reverse

A man walking along one of the main streets in Dublin happened to put his hand in his pocket as he was approaching an old woman. Full of expectation, she poured forth a flood of eloquence.

"And may the blessing of Heaven follow after ye all your days," she finished up. Then, as he drew out his handkerchief and passed on using it, she added, "And niver catch up wid ye."

• •

Not the People Upstairs

"Dear me," said the absent-minded professor as he fell down the stairs, "I wonder what is making all that racket."

• •

What Price Genius?

"What," said the son, thirsting for knowledge, "is the difference between genius and talent?"

"That's easy," replied his father, the poet. "Talent gets paid a salary every week."